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THE NEED FOR RECOGNIZING ART PRINCIPLES IN THE TEACHING OF HOME ECONOMICS[1]

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Art is such an integral part of home economics that it is impossible to separate one from the other. Art is woven into the very aim of home economics teaching, namely, to prepare for the art of right living. Side by side with the knowledge and technique to be gained in courses in foods, clothing, and house decoration is the art involved in each; and the course, no matter how elementary it may be, which fails to develop the art side, has neglected a subject of vital importance in the lives of the students.

How shall we develop this art side? How shall we meet the need for recognizing art principles in the teaching of home economics? In the first place, the teacher must have confidence in her own artistic ability. "But," some may say, "I have no artistic ability. I am no artist, I cannot draw."

Surely art is not limited to drawing. All art is good arrangement no matter what the medium used. It is doing a thing in the finest way it can be done. Often it means doing a commonplace thing in an uncommonplace way. The girl who arranges a dining table, the girl who deals with a plain dress pattern, the woman who has a house to furnish, each may become an artist in her line as may the painter who works on a canvas or the sculptor or potter who works with clay. In each case, the

[1] Address delivered before the Home Economics Section of the Wisconsin State Teachers Association, Milwaukee, Nov. 1921.

art of it calls for respect for a plan to be executed, appreciation of fine arrangement, and ability to execute the plan in mind. Such qualifications manifest themselves even in the simplest tasks of everyday life. We say of one person that she has good taste in dress. What do we mean? Simply that she has shown an appreciation of line, mass, and color in dress that are becoming to her; and that she has the ability to select, out of the clothing she sees in the shops, just what is appropriate for her for various occasions. Moreover, she herself may have ability to create garments that are becoming and unusual. But such power is not acquired without effort. Good taste does not impose itself on an individual. Both ability to select and power to create are the result of many experiences, not merely of making a choice, but of selecting the most appropriate, of securing inspiration from choices made by others, of trying again.

But you have some artistic ability now! The fact that you have chosen the profession of home economics proves that some of that artistic instinct must lie in matters that relate to dress and to the home. You care how you dress; you select a certain hat because it is becoming to you and because it harmonizes with your dress; you often select a restaurant or a tearoom because you know it serves food well; you select certain furnishings for your room because they meet your needs and because you believe they are appropriate and beautiful. To the extent that you do care, you have an appreciation of art. To the extent that you do have power to make good choices, you have artistic ability. You must find where your best art interests lie and make use of them, give them proper exercise, make them grow.

In the second place, to meet the need for recognizing art principles in the teaching of home economics, the teacher must realize that she has a great responsibility in matters of art as it relates to dress and to the home. By showing good taste in her own dress, she may teach more than she realizes in costume design; by showing the art possibilities of the simple dress pattern, she may do more to discourage fads and extravagance than by merely talking against them; by showing good taste in the appearance of the school room, she has a wonderful opportunity to create a desire for more orderly, more appropriate, more beautiful surroundings elsewhere. The importance of an orderly arrangement in the cooking room or the sewing room, of appropriate pictures, of personal touches in flowers and vases, of a change in arrangement from time to time in the rest room can hardly be over-

estimated. This is not so much a matter of the money spent as of judgment in selection. No teacher can afford to be without surroundings that will inspire art efforts in her students. Furthermore, the teacher ought to appreciate the value of using well-selected, illustrative material in connection with her work. Many excellent prints and photographs can be had if one will but investigate. Moreover, stores are generally willing to coöperate with any teacher who wishes to use their material. The teacher should avail herself of these opportunities, and select materials which will emphasize important considerations in her teaching and which will inspire students to do better work. Do you, as a teacher, give of what you know about art? No teacher can ever give all she knows because, when she exercises her own power, it yields increased power of judgment and appreciation in return.

In the third place, the teacher must provide *exercises* which involve planning, making comparisons, choosing the most appropriate, and seeking inspiration from good examples made by others. Though no teacher can give art to her students (for art is an individual expression which has been developed within the student's mind), she can provide exercises which may stimulate artistic effort and increase the power to appreciate or to produce art. She may provide exercises which will give these powers an opportunity to act in such a way that the result is an art effort. She may encourage art effort by constructive criticism. She may inspire greater art effort by showing the students a wise selection of illustrative material. She may cause students to have confidence in their own ability by emphasizing from time to time the good qualities of whatever they do.

Let us take, for example, a problem that might be used in any high school class—that of planning and making a dress appropriate for school for winter wear. Each student is to use a plain dress pattern, but vary it so that the result will be an individual dress appropriate for her. Most students can at first see nothing beyond the plain dress made from a plain dress pattern, which does not sound at all interesting. Here is the teacher's opportunity: First, to place before her students a number of well selected possibilities of the plain dress pattern, and to explain that these show what others have done with that pattern. Second, to ask the students to select from these the ones they like and to explain why they like them. (The teacher should take time here for constructive criticism in matters of appropriate material and trimming, and in good line and color for various individuals in the class.) Third, to lay aside the

illustrative material so that the students will not depend on it; then to ask the students to discuss the plans they have for their dresses. This should be followed by criticisms and suggestions from the other students, guided by the teacher. It is the exceptional student who does not at this stage have some plan. Fourth, to allow the students to put forth their own art efforts which involve planning, making comparisons, choosing the most appropriate.

In addition to the technique of sewing and a knowledge of stitches and materials, the student has gained an experience in the art of designing. She has exercised the powers that judge and those that execute. It is by such exercise that her artistic ability develops. What is true of the dress problem is equally true of any problem that involves arrangement.

In the fourth place, to meet the need for recognizing art principles in the teaching of home economics, the teacher should strive to encourage the student's art efforts. When a student has done the best she can, her work deserves careful and tactful consideration from the other students, guided by the teacher. No student's effort is so poor that one cannot find a place on which to build constructive criticism. Such criticism picks out the good qualities and builds on them. It helps the student to see her mistakes almost instinctively. Moreover, it helps her to see how she can improve, and it leaves her with a desire to do better. Nothing can so easily destroy art effort, discourage a student, and cause her to lose confidence in her own ability as emphasizing mistakes.

Finally, it is important to emphasize two very desirable qualities in art; namely, sincerity and simplicity. By sincerity in dress we mean material and design that are appropriate for the occasion and for the wearer. By sincerity in decoration in a home we mean furnishings that are appropriate for that particular home. By simplicity, we mean the absence of anything that is elaborate. Uphold the idea that where a good, simple arrangement satisfies all wants, it is generally the most appropriate one.

The results hoped for in the recognition of art principles in the teaching of home economics are far reaching. From the standpoint of the student, they may be summed up in these six points: First, clear and orderly thinking about any arrangement—arrangement of furnishings in a room, pictures on a wall, flowers in a garden, food on the table or lunch counter. Second, appreciation of what is appropriate and beautiful for the home and for dress—for the home in which she lives, for the

occasion for which she dresses. Third, ability to choose wisely. The majority must rely on what fashion produces. Power to discriminate between the appropriate and the inappropriate is worth cultivating. Fourth, confidence in her own ability to choose wisely. Fifth, a desire to venture into something new, to create. No problem, no matter how well it be done, has served its fullest purpose if it does not leave the student with a desire to try it again, to do it in a different way, to make something finer. Sixth, respect for the art in work, no matter what the work, or what the medium used.

From the standpoint of the teacher, the results hoped for are three: First, a realization of the teacher's own responsibility in matters of art in her own field. In her student's eyes the teacher is an example of the art she expounds in her teaching. Often she has expressed herself more than she realizes. Second, a fuller realization of the importance of the art side as well as the technical side of home economics. Third, a desire on the part of the home economics teacher, herself, for more art in connection with her teaching. This is an ideal toward which we should all strive; and, when a teacher of home economics feels the need of closer contact with art, provision will no doubt be made for an art teacher who can relate art in home economics more closely to art in other fields.

HOME ECONOMICS FOR BOYS

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If home economics deals so vitally with life, the home, and home problems, is the feminine part of our population to be the only really efficient citizen of tomorrow? Why should not boys as well as girls learn something of home problems? Will our boys become effeminate if they take a course in home economics, not a cookery course, as is sometimes given in the same class with girls, but a course especially suited to their needs? Why should not a boy be taught something of food values? He will probably eat three meals a day as long as he lives. Why not select them intelligently? Why should not a boy be taught something of the care and feeding of children? He will probably have a home of his own some day and it is to be hoped he will have children

in that home. If he knows something of the care of those children will he be less efficient as a father? Why should not a boy know something of the duties of a host? Would he not be saved from many an embarrassing situation if he possessed such knowledge? Why should not a boy know something of the care of the sick? Many a man during our nation wide influenza epidemic would have given all he possessed for some such knowledge.

As these and many other thoughts passed through my mind I decided to plan a course in home economics for boys that would answer, in a small measure, some of these questions. Such a course, as outlined below, was offered last semester in our high school and enthusiastically completed by twenty boys.

The course was open only to Juniors and Seniors. The recitation period was forty-five minutes long, five days a week for eighteen weeks. Some of the lessons had to be given in the evening and these lasted from six to nine o'clock. The course was divided into six units, from two to four weeks being spent on each unit. Following are the units, listed in the order studied:—1. Food values and body needs. 2. Textiles and clothing—what to wear, color combinations. 3. Budgets—spending and saving. 4. Emergencies—first aid, home care of sick. 5. Duties of a host—carving, serving, etiquette. 6. Cookery—camp and home.

The personnel of the class was quite athletic. Five of the "all state" foot ball men, four of the first team basket ball fellows, and the "all state" sprinter were enrolled; so that the class as a whole was very much interested in health and strength. This gave a good opportunity for our opening unit, foods.

Never have I had a class that wanted to go so deeply into the chemistry of foods. They were not content to accept a statement without knowing the reason. We studied digestion and the digestive tract. We studied food values and our individual body needs. In the light of our studies we examined our own food habits and found their faults. The consideration of what to eat before an athletic contest proved most interesting and beneficial, not only to the members of the class but to the whole team to which they belonged. One thing especially helpful was the selecting of correct meals from various hotel and restaurant menu cards.

The second unit—clothing and textiles—was undertaken with just a little uncertainty on the part of the instructor, for many men consider

clothing purely a feminine subject. We studied the manufacture, use, care, adulteration, of the four textile fabrics and tested the fabrics in the laboratory. I had collected fifty or more samples of materials used for men's clothing. These we studied very thoroughly. We discussed cleaning of clothing and visited a dry cleaning establishment; we pressed, folded for packing, and mended small tears in garments. We discussed what to wear on various occasions and considered, briefly, color combinations. Many articles of clothing, purchased after the study of this unit, were brought to me to show the excellent bargains secured because they knew something of textiles. Ties, shirts, suits, and all clothing are now purchased more intelligently by these boys. In the language of one of the boys "I don't feel so completely at the mercy of the salesman, now, when I buy clothing."

The country is considering so seriously the question of thrift that material for our third unit, budgets, was almost unlimited. When the class started I had each boy keep his own expense account so that we might have some personal data when we studied this unit. After only six weeks of account keeping most of the boys were greatly surprised to see the amount spent on pleasure such as movies, bowling, skating. We figured a complete clothing budget for a high school boy, we planned personal and family budgets. Each boy took a yearly income, typical of those received in this section, and planned a budget for a family of five. Many of the boys said it was the first time they appreciated what their fathers had been carrying for many years. We investigated all kinds of savings, bonds, building and loan associations, savings accounts, life insurance, thrift stamps. A prominent business man, a banker, talked to the boys on "banking, savings, and investments." We learned the proper way to write and endorse checks, drafts, and money orders. Many of the boys opened personal savings accounts during this unit and all of them had a better understanding of money matters.

The emergency and first aid unit was supplemented with "home care of sick" instruction. During the first part we combined the Boy Scout and Red Cross work, selecting what would prove especially helpful to boys. We studied bandaging, artificial respiration, fainting, burns, and poisons of all kinds. As a side issue we worked out a system of exercises for morning use to keep us physically fit. The boys requested so much during every unit that it was difficult to select the most important things. During the consideration of "The Home Care of Sick" we

studied foods for the patient, home made devices for the comfort of the patient, care of the patient in bed, changing the bed, filling hot water bottles, giving medicines, and other simple nursing instructions.

Unit number five was perhaps the one enjoyed most. Some of these lessons were given in the evening, as forty five minutes was not long enough for many of them. We were frank in our discussion of standards of conduct between boys and girls; we discussed etiquette of all kinds and for all occasions, wrote and answered notes, invitations, congratulations, and condolences; we had dinner parties, just the boys, where they did all the carving and serving, and their table manners were criticized. We had a buffet luncheon, chafing dish party, and a reception. Many of the instructors in the high school said they could pick out, in any social gathering, the boys who had taken the home economics course. Many girls have told me that the same boys have changed decidedly in their actions towards a girl when alone with her.

The last unit was not carried out so fully as planned on account of slight changes in the school schedule. However we learned to prepare those foods most frequently attempted by men—eggs, hot breads, coffee, meats. We had planned to do all our work in the open, over a camp fire but because of certain changes the cookery was done in the laboratory. We did a small amount of invalid cookery.

It was the unanimous opinion of the boys that the course should be a year in length rather than one semester and that it should be made compulsory. The school librarian said there never had been a course offered in the high school where reference reading was done so faithfully by the whole class. After the course started, many boys, not enrolled for the work, came to me with all kinds of questions along all kinds of lines. In such a course a few of the questions asked at the first of this article can be, in a small measure, answered. Home economics for boys! Does it pay? Decidedly! It requires an immense amount of work, but the returns more than justify the effort.

HOW CHINA USES THE SOY BEAN AS FOOD

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The word "bean" in China invariably means the soy bean. This is not because there are no other varieties to be found in the orient, but the soy bean is the most democratic kind of bean and is the one variety which the large bulk of the Chinese race meets daily. The occident has been under the impression that the Chinese live on rice. This is true only in the southern half of China, and even there the diet is mixed with soy bean products. North China, including Shantung and Manchuria, the original home of the soy bean, uses large quantities of wheat bread instead of rice as the staple of every day life, and in addition large quantities of soy bean products. If we are to correct our traditional view of the rice diet, we can amend our statement by saying that it is the soy bean which is probably the most universal article in the Chinese dietary. When the Chinese finds it necessary to distinguish between the soy bean and other varieties of bean, he refers to the soy bean as the *yellow* bean (*hwang dou*), and this is the name most common throughout the orient. There have been already distinguished about 300 varieties of the soy bean (*Glycine hispida*).[1] The yellow variety *Ito San* is the most common variety in China.

The use of the soy bean in China dates back to the beginning of China's agricultural age under the Emperor Shen Nung. It is mentioned in the Ben Tsao Gang Mu, the ancient materia medica, written by Shen Nung himself in the year 2838 B.C. The oriental is amused that we now look upon this ordinary yellow bean with such regard, and that we now give it such a place of honor in our food laboratories. We, on the other hand, are surprised that China has possessed and concealed this treasure for four thousand years or more, and we are reminded that she may have still other original contributions to make to western dietetic science.

This present paper is a summary of some studies which have been made in the Shantung Christian University laboratory on soy bean products.[2] An examination of the chemical composition of the soy bean (see Table 1) brings out the fact that, from the chemical point of view

[1] U. S. Dept. of Agriculture, B. P. I. Bul. No. 197.

[2] The author is indebted to several of his students for assistance in securing some of the data included in the tables.

at least, it is a well-balanced food, especially rich in protein. The recent world shortage of food, and the demand for foods which are high in nutritive value, has turned the attention of dietitians to the possibilities of the soy bean, and to some of its important products as they have been used in the orient for centuries.

The soy bean is known to the chemical world as the source of the urease of Takeuchi,[3] which has been applied to biochemical analysis. The literature of the past ten years on the soy bean is voluminous. A number of important investigations have been concerned specifically with its nutritive value. Street and Bailey[4] report the existence of a number of valuable enzymes and a large content of galactans and pentosans. Osborne and Mendel,[5,6] and Daniels and Nichols[7] determined that the yellow soy bean contains a high percentage of physiologically good protein, a considerable amount of energy-yielding fat and carbohydrate, and a sufficiency of fat-soluble A and water-soluble B vitamines. It is found, however, that there is a deficiency of mineral constituents, namely, calcium, sodium, and chlorides (see Table III). This last is perhaps the principal deficiency of the soy bean as a food. It is recognized that the elements calcium, sodium, and chlorine are of exceptional importance in nutrition, this fact having been noticed particularly in places where the water used for drinking purposes is nearly free from lime and sodium chloride. McCollum and Simmonds[8] assert that the "efficient utilization of food by growing animals is not possible when the diet is deficient in these elements." Apart from this, the interesting point remains that the soy bean seems to be the only seed, with one or two exceptions, which contains in itself a sufficiency of two of the dietary essentials or vitamines. The factors involved in a good food are probably only partly concerned with the proper ratios of protein, fat, and carbohydrate, and with the availability of these groups of nutrients, but are also concerned with the presence or absence of the so-called vitamines.

During the last few years, the soy bean has found application in the infant dietary, and has become one of the recognized diabetic foods. One of the most satisfactory forms of artificial milk is made from soy

[3] Takeuchi: *J. Col. Agr.*, Univ. Tokyo, 1, 1 (1909).
[4] Street and Bailey: *J. Ind. Eng. Chem.*, 7: 853 (1915).
[5] Osborne and Mendel: *Proc. Soc. Exp. Med.*, 14: 174 (1917).
[6] Osborne and Mendel: *J. Biol. Chem.*, 32: 369 (1917).
[7] Daniels and Nichols: *J. Biol. Chem.*, 32: 91 (1917).
[8] McCollum and Simmonds: *J. Biol. Chem.*, 32: 29 (1917).

beans. Some of the bread used by the French in the recent war was made essentially from soy bean flour. The soy bean was introduced into France about the middle of the eighteenth century, but only in comparatively recent years was it introduced into America, England, and Germany. There has been established in France for a number of years a factory under Chinese management for the production of a large number of soy bean products. The oil, pressed or extracted from the bean, has been long used in the Far East in cooking, and during the last year or two has risen to be the leading article of export from China. Many investigators have shown the essential economic features of the soy bean. It yields more seed per acre, is more cheaply harvested than any other variety of bean, and only under exceptional conditions is it attacked by weevils. Each one of the by-products is valuable in the industries or for food.

EXPERIMENTAL

All data in the accompanying tables are for the yellow soy bean and its products as purchased on the streets of Tsinan, the capital of Shantung province. The figures below on the soy bean itself accord with the commonly accepted data on the yellow soy bean as it appears in the United States.

TABLE I.

Analysis of soy bean	%
Water	6.43
Protein	39.30
Fat	18.70
N-free extract	24.80
Fiber	5.82
Ash	4.95

The soy bean as such is not very largely used as food in China, but it is the source of a large number of products. It would be impossible to make a complete list of all these. The best known and the most important are the bean milk, bean curd, bean sauce (soy), bean sprouts, bean oil, and bean cake. The student of nutrition is particularly interested in the bean curd or "bean cheese."

Soy bean cheese. In manufacturing bean cheese the soy beans are ground up with water and strained. The resulting colloidal solution is the soy bean milk, and has the same appearance as cow's milk. Its specific gravity is slightly greater than the latter. The bean residue which does not pass through the sieve is used as feed for hogs. Upon coagulation, this solution yields the soy bean curd, often called Chinese cheese. As far as is known, there are four agents employed in China to effect this coagulation. These are: (1) *lu*, the solid residue prepared by the evaporation of salt bittern; (2) gypsum; (3) *swan giang*, the soured bean milk whey remaining from the previous coagulation of bean curd; and (4) vinegar. The quantities of materials employed and the details of manipulation vary, of course, over different parts of China. A large variety of substances could be used to effect this coagulation.

In spite of the tremendous consumption of bean curd in China, the industry does not center in large factories, but myriads of small shops, as numerous as our own candy stores and

fruit stands, make and supply the daily needs in bean curd for the millions throughout the Chinese republic. Every small town has at least one bean curd shop. Good bean curd must be manufactured fresh every day. The coagulated curd is white in color and resembles our cottage cheese. After coagulation it is pressed between cloths, cut up into squares or moulded into cakes about five inches in diameter and an inch thick, and sold to the Chinese housewife. A cake of the size indicated costs approximately $.01 in U. S. currency. The cakes of bean curd may also be salted and dried, yielding a product which resembles our cream cheese.

Tradition says that the manufacture of soy bean curd was originated in China in 164 B. C. during the reign of the Emperor Han Wen, by a man named Liu An, the duke of Hwai Nan. The common Chinese name for soy bean curd is *dou fu*, often romanized *tofu;* and the classical name is *li chi*, probably meaning "the morning prayer." It is interesting to note that in China at the present day the bean curd is made in the early hours of the morning, and sold at daybreak.

Liu An was a great friend of the Buddhist monks, and it seems quite probable that he invented this bean curd in order to provide a change or delicacy to break the monotony of the monastic ration. As a matter of fact, bean curd is a real delicacy if carefully made and well cooked. Chinese who are connoisseurs on the subject assert that when so prepared it has the taste of pig's brain. Americans and Europeans eating Chinese food often eat carefully prepared bean curd thinking it is pork. With sugar it produces a dish like custard. Prepared with salt it resembles scrambled eggs.

The Tsinan variety of bean curd is made exclusively with the use of *lu* as a coagulating agent. In the following table the analyses of bean curd are compared with that of common cottage cheese.

TABLE II.

Analysis of soy bean curd compared with cottage cheese

	Soy bean curd per cent	*Cottage cheese per cent*	*Dried soy bean curd per cent*
Water	82.83	53.0	43.2
Protein	10.00	19.6	25.0
Fat	3.67	23.2	12.6
N-free extract	2.70	2.1	5.8
Ash	0.80	2.1	13.4

It was interesting to note in dealing with a large number of samples of bean curd that the water content of the bean curd manufactured by any one shop is quite constant. Our experience showed that it was constant within one or two per cent. If calculated on the basis of water-free content, the above analyses indicate that bean curd is somewhat richer in protein than the curd obtained from cow's milk, although it is lower in fat value.

The ash of the local soy bean curd was also analyzed. Table III indicates the composition of the ash of the soy bean.

It is important to note, in the analysis, the higher values for calcium, sodium, and chlorine in the ash of the soy bean curd. The nutrition work on the soy bean itself, referred to above, indicated that its shortcoming lay in the low values for these important mineral constituents. It would seem, however, in the case of this particular one of the soy bean products, that not only has a refined preparation of protein been produced, but in its preparation have been added just those inorganic substances which help to bring it up to the rank of a food of high physiological value.

TABLE III.

Analysis of ash of soy bean curd

(In percentage of water-free portion)

	Ash of Soy Bean Curd per cent	*Ash of Soy Bean per cent*
CaO	0.57	0.25
MgO	0.60	0.50
K_2O	0.71	2.48
Na_2O	0.33	0.19
P_2O_5	0.79	1.88
Cl	0.38	0.005
S	0.09	——
Fe	0.01	——

Soy bean milk. Soy bean milk in composition is not far different from cow's milk. In many places in China, bean milk is a food drink. It is usually drunk sweetened with sugar. We of the west employ a number of patented methods for removing the "beany taste" objectionable from the point of view of the western consumer. In the following table, soy bean milk, as produced in China, is compared with the western standard for cow's milk.

TABLE IV.

Analysis of bean milk compared with cow's milk

	Bean milk per cent	*Cow's milk*[9] *per cent*	*Bean milk whey per cent*
Water	90.71	87.0	97.79
Protein	4.22	3.3	0.60
Fat	1.87	4.0	0.47
N-free extract	2.80	5.0	0.80
Ash	0.40	0.7	0.34

On examining bean milk under the microscope, it is interesting to note the fine state of emulsion of the bean oil globules. Ladd[10] has invented a homogenizing machine for the emulsifying of vegetable oils for difficult infant feeding. It would seem, however, that the Chinese soy bean milk contains such an oil already emulsified.

Soy bean sprouts. Soy beans soaked in water and allowed to sprout are much relished as a vegetable by the Chinese. Very considerable quantities of soy bean are used in this way. The sprouts are usually cooked in oil, and produce a dish which appeals very strongly to the taste of Americans in China. It is strongly recommended for use as a vegetable on the American table.

TABLE V.

Analysis of soy bean sprouts

	per cent
Water	87.9
Protein	5.7
Fat	0.8
N-free extract	3.9
Fiber	1.1
Ash	0.6

[9] From published analyses of the United States Department of Agriculture.

[10] Ladd: *Arch. Pediatrics*, 32: No. 6 (1915).

Soy bean cake. The soy bean cake is the press-cake which remains behind after the removal of the soy bean oil in the press mill. The orient has used soy bean cake for cattle feed and for fertilizer. It is of note that it contains a high percentage of nitrogen, but, economical though the Chinese have been, they do not seem to have attempted to convert it into a human food. Only recently has it been very seriously suggested that both in the occident and in the orient this rich nitrogenous material should be converted into some form of food for human consumption. During the north China famine of 1920–1921, the soy bean cake was actually used in the starvation diets to bolster up a failing food supply.

DISCUSSION

The Chinese people make practically no use of dairy products, and the bulk of the people consume very meagre amounts of meat. Yet in spite of this they have lived for centuries on what appears to be a remarkably well-balanced diet by the use of the soy bean. It should be pointed out that the soy bean contains little starch, and that from the nutritive standpoint it is not a wheat substitute, but a substitute for meat or milk.

A number of interesting examples are found in China of the use of bean curd as an agent for growth. One of the writer's Chinese colleagues, whose home is in Anking, has observed that dealers in birds employ bean curd as the sole food for infant birds. The birds are robbed away from their nests immediately after they are hatched, and are then fed bean curd to tide over the infantile period till able to feed themselves. Still more interesting is the case of the true Buddhist monk who from birth is consecrated to the priesthood, and is carried through the period of childhood growth on a rather heavy diet of bean curd. The apparently normal growth of these monks would seem to be paralleled by the experiments of Osborne and Mendel[8] on the promotion of growth in rats by both the water-soluble and fat-soluble vitamines contained in soy bean. The country monastic diet is noted for its high content of soy bean products.

In scanning the diet question in China, one is tempted to speculate as to the possible relationship between a protein diet of bean curd and other soy bean products and the subject of resistance to infection. Whether there is any relationship remains to be determined. The Chinese coolie is a case in point, who, in spite of the scanty intake of meat and the constant exposure to overwhelming sources of infection, still does possess a wonderful resistance. The diet of the average coolie contains a surprisingly large amount of beans and bean products. Experiments with rats have shown that their resistance to snake venom is greater when they have been fed a protein diet.

We are accustomed to point out that nature has solved many of her food problems by blind experimentation. The growing young are always fed milk, a protein food. The Far East is full of examples where a sort of natural instinct has led to the incorporation of large amounts of protein food into a diet lacking in nitrogen substance. In addition to this use of the soy bean, there stands out as an example the use of nuoc-mam, a protein food, in the rice diets of Indo-China.[11] The fact that the Chinese, confronted with so many sources of infection, have come to drink only boiled water, or hot tea, and have come to eat almost all their food hot, is held by many to be another instance of a blind experimentation. A common saying in some parts of China terms "bean milk the poor man's milk, and bean curd the poor man's meat." This simply indicates the extent to which bean curd has been incorporated into the diet of the Chinese.

The true position of bean curd and other bean products in the diet of the Far East will only be made clear when the protein metabolism of the oriental is better understood. Does it operate upon a different standard from that of the European? Again, it may be asked, what are the racial characteristics, if any, which are traceable to the large use of a bean diet

[11] Rose: *Ann. inst. Pasteur*, 33: 275 (1919).

in China? It is commonly stated that a meat diet is characteristic of the most aggressive peoples of the world. Has the protein of the soy bean replaced meat in the orient?

CONCLUSIONS

The purpose of this paper is to call attention to the numerous ingenious forms in which the oriental peoples have long made use of the soy bean. The experience of the Chinese in a purely practical, rule-of-thumb way has been so much more extended than ours in Europe and America that it should offer us some suggestions. Many of the dishes made from soy bean products are well worth adoption by us. We are accustomed to hear it intimated that while the occident has progressed so tremendously in the *sciences*, the orient has excelled in the *arts* of life. The observing American in China quickly grasps the truth of this. In the *art* of preparing food the Chinese and the other peoples of the orient have much to contribute. A number of the products mentioned above have appeared regularly on the writer's family table in China served with other foods prepared in the western fashion. Americans in China who live on a western dietary invariably adopt a number of very nourishing and delectable Chinese dishes which they can not be persuaded to part with.

Soy bean propagandists have been especially enthusiastic over the introduction of soy bean curd into America. Dr. Yamei Kin, a Chinese dietitian, has become particularly well-known as an exponent of bean curd on her visits to the United States. Biological chemists in China are interested in the relation of soy bean to metabolism. Efforts are being made to secure the data which will enable us to prepare an intelligent survey of the contributions which China has to make to the rest of the world.

PERHAPS THE CHESTNUT TREE CAN BE RESTORED

The chestnut tree is valued in the parts of the country where it grows, not only for its beauty as a shade tree, but for the food value of the nuts it produces, so that the blight, of Japanese origin, that has caused the loss of so many trees has been a source of great regret. After ten years of experimenting, the Department of Agriculture has found that it is possible to cross the Japanese chestnut with the chinquapin, a dwarf chestnut, and to produce a hybrid tree that is quite resistant to the blight and that yields nuts of good flavor and excellent quality.

REPORT OF THE SUB-COMMITTEE ON COLLEGIATE TRAINING OF DIETITIANS[1]

SUBMITTED BY ABBY MARLATT, CHAIRMAN

The report of the sub-committee on the collegiate training of dietitians is the result of studies of catalogs of two year courses and four year courses which definitely advertise the training work as part of their curriculum, and it embodies suggestions taken from detailed answers to personal letters sent to dietitians at well known hospitals which have in the past received college graduates for periods of training of from three to six months. These hospitals are from the Atlantic coast to Minnesota. Data from the California field was taken from Dr. Agnes Fay Morgan's report made after a detailed study of the work of the hospitals in California.

The chairman had assistance from Dr. Ruth Wheeler, Mrs. Bryan, Dr. Katharine Blunt, Dr. Amy Daniels, Professor Helen Parsons, and Professor Mabel Little, all of whom have either assisted in courses for the training of dietitians or have helped in training dietitians in college and in hospital work.

The report for the two year course is a slight modification from the one presented by Lenna Cooper's committee at the Institutional Economics meeting at the University of Wisconsin two years ago. This is included in this report, at the earnest solicitation of the president of the Dietetic Association and Miss Cooper, both of whom feel that at this time we should continue to recommend a minimum two year course to meet the needs of the group of smaller hospitals who are unable to pay the larger salaries that would necessarily be demanded where the training of the dietitian represents four years of college with additional interneship as pupil dietitian in an accredited hospital.

Two Years. In the two year course the outline indicates the best judgment of people who have watched the training of the two year group and have had experience in taking them as pupil dietitians. The need for courses in physics as well as in chemistry, biology, and psychology was recognized by practically all of those who were consulted.

The one criticism that was made is that the amount of time given to food preparation is too limited, that the individual who goes from a two year course to hospital training would necessarily have more to do with the buying and preparation of food than with the diet kitchen work, and therefore a longer period of time should be given to perfecting the technique in cookery. The fact that cookery processes are carried on in connection with the courses in nutrition and dietaries in diet in diseases, and that detailed study is given in the second year to the preparation of food in large quantities seemed to the chairman of the committee to have met this demand sufficiently. Technique

[1] Presented at the Annual Meeting of the American Dietetic Association, Chicago, October, 1921.

would need to be perfected during the summer months either in the individual home or in some other institution so that the routine work would become technically more nearly perfect, leaving the major time in the two years of training to the better grounding in the fundamentals of applied sciences, economics, and art. Following an interne period as pupil dietitian, the graduate of a two year course should be assigned as assistant dietitian in some hospital where the head dietitian has had the wider training. After successful work for one year, she may be sent out as the only dietitian in a smaller hospital.

Four Years. The suggested four year course leading to the Bachelor's degree is definitely divided into groups. In each group the sequence of studies is such as should occur in a well organized course. No attempt was made to adjust to semester or year schedules, as it was thought wise to leave that to the judgment of the home economics department in the institution offering the course, the emphasis being placed on the fact that the general education in the arts and sciences should be a pre-requisite to the applied work in food, shelter, dietetics, and institutional management. With the student who has not had a wide background in general education and intensive courses in sciences such as chemistry, physics, biology, it would be futile to do collegiate work in applying these sciences in the study of foods, sanitation, dietetics, and applied economics.

Where the students are definitely planning to do research work in connection with physicians and other research workers in the hospital, it would be advisable to include such courses in clinical medicine as the previous training of the student would prepare her to take. Under Group H, courses are suggested in clinical laboratory diagnosis; not that the dietitian would be called upon to do this type of work, but that the dietitian must understand the vocabulary and the technique and be able to understand the findings in connection with the laboratory diagnosis, so that the cooperative work with the physicians may be more intelligently developed.

The need for courses in psychology, sociology, and education is recognized by the workers in hospital fields because the native ability to handle employees and work with patients is rare. The better knowledge of human psychology and principles of education should be an asset in developing the ability of the trained dietitian to handle her problems with tact and judgment.

Graduate Year. It is hoped that the institutions throughout the country who are offering courses for the training of dietitians may eventually be able to give graduate work to experienced home economics teachers who are desirous of entering the dietitian field.

It has been suggested that the year of graduate study could be divided into three periods, the first of approximately three months taken during the summer vacation and the other two periods to include the nine months of residence study. The second period beginning in the fall may include detailed study in hospitals or dispensaries and preliminary work in research in metabolism

laboratories, preparatory to the second semester which may be given to a definite research problem selected by the student in consultation with the faculty of the department and the staff of the resident hospital.

Rank. The need for better trained dietitians in our hospitals and cooperative work between the dietitian service and the superintendent of nurses and the superintendent of the hospital is becoming increasingly apparent. If the dietitian is to be given recognition as having coordinate rank in a hospital staff she must be sufficiently trained in the sciences and in her own special field to be able to know what pieces of work she may successfully develop, what types of work are cooperative, and what types of work she should not attempt.

Conclusion. There is a field for the nurses' work, a field for the medical officers, and one for the dietitian. They should be sufficiently separated so that there is no possibility of misunderstanding, but they should be so coordinated that the patient receives the best possible assistance in the struggle back to health. The least training that the dietitian today should receive is the work done during four years of college training, one-third of the credits of which should have been along home economics lines. In addition she should have from at least four months to possibly twelve months of work beyond her Bachelor's degree, this work to be taken in part as pupil dietitian. Later after a wider experience as assistant and head dietitian, she may return to college work, developing research standards in cooperation with a medical college with its group of hospitals.

Institution Manager

Suggested Minimum—Two Years

I. English—3 semester hours: Written and spoken English, theme writing, special emphasis being placed on outlines, note taking, writing of clear correct English. Also the writing of social, business, and professional letters.

II. Chemistry—10 semester hours:

Inorganic chemistry—6 semester hours: Properties, use, and preparation of important metals, non-metals, and other compounds. Elementary discussion of chemical theory. The laboratory illustrates theoretical instructions, and lays foundation of laboratory technic. Principles of qualitative analysis introduced.

Organic and food chemistry—4 semester hours: Aliphatic and aromatic series of carbon compounds with emphasis on such parts of organic chemistry as are most closely related to food chemistry. Chemistry of carbohydrates, fats, and proteins, including qualitative analysis of typical foods.

III. Physics—5 semester hours: Principles of mechanics, heat, light, electricity, and their application to the household.

IV. Biology—7 semester hours:

Bacteriology—4 semester hours: Nature of bacteria, related to public health, spread and contraction of disease, food manufacture and decomposition. Laboratory and lecture course.

Human physiology and hygiene—3 semester hours: Class, laboratory, and demonstrations on mammals.

V. Psychology—3 semester hours: General and applied psychology with experimental work as a basis for better understanding of employees.

VI. Economics—3 semester hours: General introductory course. Lectures and readings.

VII. Foods—4 semester hours: A study of foods and food composition, general principles of cookery, serving of foods. Laboratory work includes preparation of various classes of food, not only the fundamental foods but pastries, salads, entrees, and fancy desserts.

VIII. Food Marketing—3 semester hours: Food production, transportation, storage, marketing and markets, cooperative buying and selling, price fixing and price regulation, trade discounts, trade names, and field practice in buying.

IX. Nutrition and Dietaries—4 semester hours: Chemistry and physiology of digestion, metabolism and its products; energy value of food; energy requirements of the body; nutritive properties and qualitative relations of protein, fats, and carbohydrates and ash constituents; vitamines. Food requirements of individuals in health and through infancy, childhood, adolescence, adult life and old age, menus for the different periods of life.

X. Diet in Disease—3 semester hours: A study of pathological conditions in various diseases and dietetic requirements to aid in their cure. Dietaries computed in grams and total calories and variations in menus planned for diabetic, nephritic, tubercular, gastro-intestinal, aenemic, febrile, and gouty cases.

XI. House Architecture—3 semester hours: Study and drawing to scale of typical floor plans and elevation of hospitals, cafeterias, lunch rooms, dormitories. Study of materials and treatment as to sanitary finishes, color schemes; kinds and installation of plumbing, heating, and lighting fixtures. Estimation of cost.

XII. Institutional Housekeeping and Laundry—3 semester hours: Details of the care and cleaning of floors, walls, equipment, machinery, and detailed processes of laundry work. Selection and cost of institutional furnishings; handling and repair of household linen.

XIII. Institutional Equipment—2 semester hours: Principles involved in construction of institutional equipment; care of equipment, types of equipment, newest equipment on market; planning of institutional kitchens; writing of specifications for equipment orders.

XIV. Large Quantity Cookery—4 semester hours: Preparation of foods in large quantities; studies of cost, loss in weight, determination of size of proportion, cost of each serving, selling price of each serving; menus for lunch rooms, cafeterias, tea rooms, dormitories, hospitals, and other types of institutions; economic and social feature of above menus.

XV. Administration, Organization and Accounting—3 semester hours: Types of institutions and systems of administration; labor problems; personnel; line of authority; labor turn-over; characteristics of employees of the different nationalities; management of help; duties of maids and janitors; other routine work of an institution household; the relation of a dietitian to an institution, her duties. Simple methods of accounting; factors entering into retail costs of food consumed; overhead; per capita costs.

Pupil Dietetian: Following the two-year course the pupil should spend four months in an approved hospital or other type of institutional organization before being placed in institutional work.

DIETITIAN

Suggested Four Year Course Leading to B. S. Degree

GROUP A—Taken as part of a liberal education (should be one-third of total):

English—6 semester hours required; others elective: Composition and rhetoric, 1 year, 6 credits. Commercial correspondence or Sophomore composition, 1 semester, 2 credits. English literature, 1 year, 6 credits. Advanced courses comparative literature, 1 semester, 2 credits.

Language—8 to 16 semester hours in the college: Latin in high school 3–4 years should be taken to give foundation for medical courses. Advanced courses in foreign language, reading knowledge should be the measure.

History—3 semester hours required: At least one year to secure knowledge of college methods in historic study—may be ancient, medieval, English, United States, modern, European.

Art—3 semester hours: General courses in art appreciation.

Economics—1 course required; others elective.

Psychology—3 semester hours required; others elective: General, 1 semester, 3 credits. Social, 1 semester, 3 credits. Experimental or educational, 1 semester, 3 credits.

Sociology—1 course at least on the organization of the family.

Education—Courses suited to needs of student.

GROUP B—Science as foundation for advanced study (should be at least 1/5 of total):

Chemistry—at least 18 hours: General, 10 credits. Quantitative, 3 credits. Organic, aliphatic, 3 credits. Food, 4 credits. Physiological, 5 credits.

Physics—1 year, 6 credits: General and applied.

Biology—1 year, 8 credits: Bacteriology, 4 semester hours: General and applied. Lecture and laboratory course. Human physiology and hygiene—4 semester hours: Lecture and laboratory course.

GROUP C—*Food Study:* Applied science, 1–1½ years, 10 credits:

1. Selection and preparation of foods including serving of meals. 1 semester, 3 credits. Lecture and laboratory.
2. Food economics (applied economics), 3 semester hours: Production, transportation, storage and preservation, markets, tests for quality, substitution values.
3. Experimental cookery, 1 semester, 2 credits.

GROUP D—*Textile Study*—1 semester, 3 credits: Textile chemistry, laundry chemistry, and laboratory practice.

GROUP E—*Housing and Sanitation*—1 year, 6 credits:

1. Architectural plans and details, plumbing, heating, lighting, sanitation, floor and wall finishes of hospitals, halls, cafeterias. 1 semester, 4 credits.
2. Decoration—1 semester 2 credits: Study of textiles, furniture, color, design suited to institutional equipment.

GROUP F—*Dietetics*—1 year, 7 credits:

1. Nutrition and diet—4 semester hours: Dietary standards; diet as influenced by age, sex, and occupation; construction of dietaries and service of meals; detailed dietary study made on self. Group dietary study made at practice cottage. Study of metabolic processes; urine, feces, blood analysis, and respiration tests following dietary studies. Food requirements of young children; comparative study of milk and various proprietary infant foods and formula; principles underlying milk modification in infant feeding.
2. Diet in disorders of nutrition—3 semester hours: Lecture, reading, and laboratory course. A study of intermediary metabolic processes, the adaptation of diet to the disorders of nutrition.
3. Organization of teaching courses—2 credits.

GROUP G—*Institutional Administration*—14 credits:

1. Organization and administration of institutions: Principles of industrial organization applied to purchasing food, equipment, and supplies for an institution, accounting and office records; storeroom management and inventories; studies of service problems in management of employees; institutional housekeeping cafeteria organization and management.
2. Large quantity cooking: Practice in preparing food for large groups; cost studies in changes in weight of food due to cooking; in determining size of portion; in number of portions per pound and in cost of servings. Limited to food majors. Lecture and laboratory.
3. Institutional dietaries and catering: Marketing and menu planning for all kinds of institutions, economical use of foods, catering, community kitchens.
4. Institutional laundry management: Purchase, care, and use of laundry equipment, use of soaps, starches, and bluing; organization of work in laundry; methods of laundering various materials; methods of checking and accounting.
5. Tea room, restaurant, and hotel management: Study of location, amount of capital needed, necessary equipment, organization of staff and work, menus, cost accounting, and advertising.
6. Institutional equipment: Principles involved in construction of institutional equipment; care of equipment; types of equipment; newest equipment on market; planning of institutional kitchens; writing of specifications for equipment orders.

GROUP H—*Clinical Laboratory Diagnosis*—1 semester, 3 credits: Study of metabolic processes with special references to abnormal conditions. Analysis of normal and pathological urine, gastric contents, stools, blood.

Suggested Year Graduate Study (12 mo.) for M. S. Degree: First period—Pupil dietitian in hospital or University Commons, 3 months. Second period—Clinics in hospital or dispensary work in research and metabolism laboratory. Third period—Research problem under hospital and department management.

REPORT OF SUB-COMMITTEE ON TEACHING DIETETICS TO STUDENT NURSES[1]

SUBMITTED BY KATHARINE FISHER, CHAIRMAN

Introduction

Dietetics has always been one of the most important subjects in the nursing school curriculum, but, with the recent strides in nutrition and in the dietetic treatment of disease, it must necessarily take a much larger place in the preparation of the student nurse. Without a thorough, up-to-date course in dietetics, nurses nowadays find themselves seriously handicapped in public health work and in other branches of nursing.

Reports from nursing schools throughout the country and the results of state examinations for a number of years have shown that dietetics is one of our

[1] Presented at the Annual Meeting of the American Dietetic Association, Chicago, October, 1921.

weakest subjects. There are many reasons for this, among them lack of sufficient time, adequate equipment, good textbooks, and trained teachers. But the main reason is that few of us seem to have given the subject the careful thought and study it demands. We have been content to go on with the same old cookery outline and the same teaching methods with which we started years ago, forgetting that the whole subject has been growing rapidly and that the emphasis has changed greatly in the past few years, both in subject matter and in method.

Dietitians as well as nurses are responsible for whatever failure there has been to galvanize this vital subject into life. The American Dietetic Association has shown its interest by appointing a sub-committee, of its Committee on Education, to cooperate with the Education Committee of the League of Nursing Education in working out a more satisfactory outline for the teaching of dietetics to nurses. The report which follows is only a preliminary study to be supplemented later by a fuller outline of typical classes or lessons, now being worked out by the members of the Dietetic Association, and also lists of illustrative material and text and reference books, for the use of both teachers and students.

The committee invites suggestions and criticisms from all those interested in the better teaching of this subject. The members of the sub-committee are: Lenna F. Cooper, Battle Creek Sanitarium, Battle Creek, Michigan; Charlotte Addison, Post-Graduate Hospital, New York; Isabel M. Stewart, Dept. of Nursing & Health, Teachers College, New York, (Chairman Education Committee of the National League of Nursing Education); Katharine A. Fisher, Dept. of Household Administration, Teachers College, New York.

Outline of a Course in Dietetics for Student Nurses

Preliminary Course

Time. This course should be given during the preliminary period of training. A minimum of 60 hours of lecture and laboratory work is recommended; laboratory periods should be at least two hours in length.

Instructor. The class should be conducted by a dietitian who is a graduate in household science from a recognized school.

Preparation of Class. It is assumed that the students are of high school grade Exemption from the course should be granted to those students considered by the superintendent of nurses and the dietitian to have had the equivalent of the work given. An examination should determine such exemption, and all students should be required to take any work directly relating to cookery for the sick which was not included in their previous training.

Laboratory Equipment. A laboratory is essential, with facilities for individual laboratory work. Not more than sixteen students can be handled satisfactorily by one teacher in one laboratory section. Illustrative material, such as charts, slides, and exhibits should be supplied and freely used.

Aims of Course.

1. To give students a sound fundamental understanding of the principles and methods of cookery for well and sick people.

2. To make them familiar with the nutritive values of food and with the essentials of well balanced daily meals for well people and convalescents under varying conditions.
3. To help the students to thoroughly appreciate the economic aspects of food, such as selection, relative costs, and control of waste.
4. To give a training in high standards of cleanliness and sanitation in the care, preparation, and service of food.
5. To give practice in the planning of well balanced, attractive and suitable menus, and a training in the efficient preparation of these.
6. To demonstrate and maintain dainty and artistic service of food.

Methods of Teaching.

1. Some instructors may wish to separate the lectures from the laboratory periods. If this scheme is followed, it is thought that fifteen one-hour lecture periods should be planned within the minimum time recommended above. The most satisfactory method, however, is the combination of lecture and demonstration by the instructor, followed by laboratory practice, investigation, and discussion by the students. The students have thus a chance to directly connect, under supervision, the general principles with their methods in laboratory practice.
2. Instructors should remember that their students are nurses in training and not students specializing in home economics. Only that material, therefore, which the nurse will use during her training and in her professional work later, should find a place in the course, and it should, of course, be presented with a view to constantly holding her active interest. "Fancy cookery" as such has no place in this course. Dainty and effective garnishes should be taught and interesting variations from the typical dishes considered, but dishes involving much time and elaborate arrangement of ingredients should be excluded.
3. The introductory lessons should bring the students into immediate touch with the actual work of food preparation instead of being entirely devoted to the less interesting phases of laboratory practice, such as a study of equipment and fuels. It is not desirable to devote the greater part of these first lessons to the theoretical side of the subject. The students should think in terms of the daily food service to patients on all kinds of diet, and it is considered wise to base as many of the lessons as possible on the preparation of an entire meal and the setting up of trays. This plan gives the students practice in applying their knowledge of food values to the planning of the day's diets, and gives the instructor an opportunity to bring to the attention of the class concrete examples in diet and the problems to be met in planning attractive, palatable, and well balanced menus. Problems representing suitable meals for persons under specific conditions, such as meals for children of different ages, for adolescents, for adults, and for the aged, should be worked out by the class instead of asking them to consider isolated masses of facts concerning food values and food preparation. Methods of cooking should be studied as they are first used, and later a summary and comparison made of the various methods, as to their effect on the flavor and digestibility of food.
4. In conducting classes the instructor should lay the emphasis on the reasons for following the various methods, on "why" as well as on "how" and "what." This will keep live questions constantly before the students, making them stronger in technique, more resourceful, and capable of thinking independently in this field. In all review work, questions given to the class should reflect this more desirable method of teaching, and it is of the greatest importance that the actual needs of the nurse in her later professional work should be given the closest attention.

5. Standard or basic recipes should be used freely and the students should be instructed in varying these as necessary. This should give them a knowledge of general principles and of proportions in food combinations and eliminate the memorizing of recipes, a practice which cannot be condemned too strongly. For example, using as a basis the standard recipe for cream sauce, a cheese sauce for macaroni may be made and the various cream soups prepared. General principles of cooking the various typical groups of food should be stressed in the laboratory work.
6. Students should be trained in the critical judgment of the finished dishes and of the meals prepared and served. There should be constant comparison of class results by the instructor and students and for this they may work out score cards. For example, the following might be used:

	Possible Score	*Actual Score*
Baked Custard	10	
Appearance	1	
Consistency	2	
Texture	4	
Flavor	3	
Preparation of a tray	10	
Service	3	
Immaculate service	1	
Artistic arrangement	1	
Convenience for patient	1	
Menu	7	
Suitability to patient's condition	2	
Combination of foods	2	
Palatibility and digestibility of food	3	

7. Class notes should not be voluminous. They may be conveniently arranged on cards, indexed for reference purposes, and should be carefully corrected by instructor. A good textbook and suitable reference books relieve students from much note-taking, but at present there appear to be few suitable books of this kind for student nurses. Some are, for the most part, a collection of recipes, while others pay too much attention to specific methods and specific information, with inadequate attention to general principles. The material presented is not always well adapted to the average general educational preparation of the class and to their vocational needs.
8. The attention of students should be frequently drawn to the various ways in which this work is related to nursing education and opportunities for applying this part of their training as students in the hospital and later in their professional work. The growing tendency, in medicine and nursing, to pay more attention to the dietetic treatment of disease should receive full consideration.
9. The social and economic aspects of the food problem should also be kept before the class. Many of these nurses will be working later with poorer families and will be expected to advise them about the choice and the relative costs of standard foods.
10. The instructor should keep closely in touch with the other preliminary courses most directly related to the work in dietetics, so that she may know how to correlate her work with these to the very best advantage. Instructors should also keep in touch with the latest developments in nutritional work and familiarize the students with the various sources through which they may keep their knowledge up-to-date.

11. The principles of physical science should be woven into the course in a popular way, to give the reasons for certain procedures in cookery which other courses in the preliminary work do not cover.
12. The content of a course in dietetics for nurses has already received much thought, but the methods of teaching have not been given adequate attention. Students are therefore not always well prepared to use this training to the best advantage.

Content of Course. (These subjects are not arranged in the sequence in which they would be presented in a course of study, nor are they divided into lessons. Such an outline will be submitted later by the committee—following the suggestions discussed above).

1. Review of the physiology of digestion, absorption, assimilation, and excretion.
2. Classification of foods and food products under typical food groups according to their place in the diet and to their economic value, as for example:
   - A. *Milk*—important as a source of energy, protein, lime, and vitamines, unique as sufficient in growth-promoting food. Study of grades of milk.
   - B. *Cereals and cereal foods*—economical source of protein, but not well balanced in salts and vitamines; typical starchy foods.
   - C. *Vegetables and fruits*—varying greatly as sources of energy, but rich in vitamines.
   - D. Typical *protein foods* and food products:
     - Meat, fish, and poultry—generally popular, but expensive as sources of protein and fat. Poor in lime and in vitamines.
     - Eggs—rich in protein, salts, and vitamines; value in the dietary depends much on market conditions.
     - Cheese—valuable as a meat substitute in concentrated form.
     - Nuts—rich in protein and fat; valuable as a meat substitute.
3. Food values and their measurement; practice in computing food values.
4. Composition and food value of the different foods; specific functions of: proteins, fats, carbohydrates, salts, vitamines, water.
5. Factors in food requirement such as age, climate, activity, size; consideration of suitable diets for persons under these varying conditions.
6. The preparation of foods:
   - A. Selection, cooking, and serving of the typical protein and carbohydrate foods and of the fats and oils:
     - *Fruits and vegetables*—dried and fresh, greens and legumes.
     - *Cereals and cereal foods*—including gruels, breakfast cereals, macaroni and rice. Comparison of ready-to-serve and home-cooked cereals as to cost and food value.
     - *Eggs, milk and milk products*—including sterilization and pasteurization of milk.
     - *Fish*—baked, boiled and broiled fish; shell fish.
     - *Meat and poultry*—broiled chops and steaks, squabs and chicken; broths and beef juice.
     - *Fats and oils*—their use in cookery; commercial preparations.
   - B. Preparation of the typical food combinations:
     - *Beverages*—including albumenized drinks, and milk and egg drinks.
     - *Thickened liquids*—the use of the prepared starches, especially cornstarch and flour, in making cream soups, purees, sauces and desserts; basic recipes for these dishes with practice in varying them as to thickness, flavor and ingredients; method of using eggs with the starches in thickening liquids.
     - *Flour mixtures*—study of lightening agents; basic recipes for biscuits, muffins, and plain cake, with methods for simple variations; sponge cake.

Salads—illustrating the serving of different foods and suitable combinations of these; salad dressings.

Gelatine dishes—basic recipes for the plain jellies, sponges and creams, with the simple variations.

Frozen dishes—types and their variations: freezing small quantities.

7. Food sanitation—handling and care of food, especially of milk; care of kitchen utensils and equipment; brief study of the sanitary aspects of commercial food distribution and preservation.
8. Methods of cooking—their effect upon the digestibility and flavor of food.
9. Use and abuse of condiments.
10. Hospital diets—use of liquid, light and full diet, with general procedure in feeding the sick.

Practical Work in the Diet Kitchen:

1. It is coming to be generally recognized that the diet kitchen is a laboratory where the student nurse may apply her technical knowledge and where she may develop a fair degree of skill in preparing food for the sick. The student is there to be taught and must not be thought of simply as a means of getting the work done.
2. The duties of the student nurses in the diet kitchen should not involve any needless repetition, and their services should not be used for the routine of dishwashing and other cleaning, or for much preparatory work, such as paring vegetables and washing greens. Maids should be employed for this purpose.
3. It is desirable that the students should have some of their diet kitchen experience during their preparatory course or soon after, so that they may apply at once the elementary principles and procedures outlined above. This period should be for at least three or four weeks, the time of each student being carefully organized so that she may have practice in the preparation of all typical dishes included in the above outline. This should prepare her to assist in the preparation and serving of the simpler ward diets. The student is not expected to spend more than four hours a day on this practical work.
4. Later when she has had more opportunity to study different types of disease and to care for more complicated cases, she will take up the preparation of special diets and formulae for infant feedings as outlined in the more advanced course below.

Outline of a Course in Dietotherapy for Student Nurses

Time. A minimum of 20 hours is recommended, or 30 hours if infant feeding is included. It is thought advisable that this course should be given as soon as possible after the preliminary training and, if arrangements can be made to have the students receive this instruction during the time they are taking their training in medical nursing, they will be able to use their knowledge to the best advantage.

Instructors. The dietitian should be a graduate of a recognized school, fully qualified to meet the requirements of special hospital dietary work. The medical phases of the subject may be given by a physician who is a specialist in this field.

Aims of Course:

1. To apply the principles of cookery and of nutrition to the dietetic treatment of nutritional disorders.
2. To teach the students how to fill doctors' dietary prescriptions and to make attractive menus and palatable meals from these.
3. To teach the students how patients may be led to understand the purpose of their dietetic treatment in order that they may coöperate more fully with the physician and nurse.
4. To study the charting of diets on history sheets.

Methods of Teaching. As the student nurse will have an opportunity for practice in preparation of diets in the diet kitchen, it is thought that less than half the time devoted to this course should be given to laboratory practice. As each type of diet is being considered, trays, demonstrating suitable menus, should be prepared and used as a basis for lectures and for discussions by the students.

Content of Course:

1. Principles in the dietetic treatment of disease, with special reference to diseases of metabolism, and other conditions requiring special diets.
2. A study of the various types of diets as they are used in treating various diseases, using each as a basis for planning attractive menus and preparing palatable meals for patients: starch free diet, fat low diet, protein low diet, purin free diet, salt free diet, diet with restricted or forced fluids, high calorie diet, diets with roughage, diets as free from roughage as possible, various combinations of above diets.
3. Practice in filling dietary prescriptions, computing calorie values of special diets when necessary, and charting.
4. Infant feeding—modified milk and doctors' formulae—technique of milk room, such as care of feeding-bottles, use of Babcock tester.

Practical Work in the Wards and Diet Kitchen:

1. When the student nurse is experienced enough to be assigned to the position of chief diet nurse in the medical or surgical wards, it is desirable that her time should be divided, if possible, between the wards and diet kitchen, in order that she may study the patients' individual needs, prepare under supervision the diets for the special cases, and follow closely the effects which are produced by the treatment.
2. In the same way, her service in the milk room should, if at all possible, be a part of her service in the children's wards, so that she may know the condition of the babies and watch from day to day the results of the formulae they are getting.
3. As an instructor of nurses, the dietitian or her assistants should, through visits to the wards, keep closely in touch with the diet work of the student nurses there. In the larger hospitals where the dietitian has charge of the administration of the dietary work throughout the entire hospital, she should, of course, have adequate assistance for the supervision of the work of the diet kitchen and for the training of student nurses. Here also the pupil dietitians should get their training in supervising special diet work.

Post-Graduate Work. Special problems of food and nutrition in public health work and in institutional administration should be considered as post-graduate study. The social service dietitian is best qualified to give instruction in the former, and the administrative dietitian in the latter. Nurses who wish to specialize in metabolic work should also plan to take post-graduate training.

REPORT OF THE SUB-COMMITTEE ON PROFESSIONAL TRAINING OF DIETITIANS IN HOSPITALS AND MEDICAL SCHOOLS[1]

SUBMITTED BY RUTH WHEELER, CHAIRMAN

A. Changes from present practice recommended.
   1. Longer service: one year interneship, eventually.
   2. More study paralleling practical work.
   3. More clinical experience.
   4. Greater responsibility toward the end of the year.

B. Character of course.
   1. Practice.
      a. One to three months in each phase of work available, varying with the institutions and with the part of the field for which the student is preparing herself.
      b. A total of one year in larger institutions having varieties of training to offer.
      c. Complete responsibility for at least one chosen phase of the work for at least the last month of training; perhaps as vacation relief.
      d. Clinical experience from being present in ward walks or bedside consultations of the chief dietitian or internist or both.
   2. Intensive study; with credit in hospitals connected with universities, courses suggested.
      General administration of a dietary department.
      Hospital dietetics including dietotherapy, nutrition of infants and children.
      Seminar in nutrition.

C. Suggested course for graduates in a four year college course in home economics with suitable general academic marginal courses; given in a hospital connected with a medical school. Modifications or sections of this course are to be tried out in hospitals of several types.
   1. Practice.
      a. General administration, 1 month; diet kitchen, 1 month; wards, 1 month; children's hospital, 2 months (1 month in milk room); metabolism ward, 2 months; research laboratory, 2 months; specialization, 3 months (11th month as assistant, 12th month vacation relief). Specialization may be in any of the above phases for which the student has shown special aptitude.
   2. Intensive study: courses. Seminar, 1 hour weekly, 9 months; administration, 5 hours weekly, 1 month; hospital dietetics, 5 hours weekly, 2 months; research, optional, 3 months; the nutrition of infants and children, including milk room methods, 3 months.

[1] Presented at the Annual Meeting of the American Dietetic Association, Chicago, October, 1921.

EDITORIAL

Mrs. Mary Johnson Lincoln, author of "The Boston Cook Book," and an authority on cookery and home economics, and writer and lecturer, died in her home in Boston, following a paralytic stroke, at the age of seventy-seven years. Born in Attleboro, Mass., she was graduated from Wheaton Seminary in Norton, Mass., in 1864, and a year later was married to David A. Lincoln, since dead. In 1879, when the Boston Cooking School was established, she was made principal, served for six years, and then became a writer and lecturer on domestic science. From 1893 to 1903 she was culinary editor of the *American Kitchen Magazine.*

The *New York Herald* says: "Mrs. Lincoln did a work of the highest value to the country and did it in the beginning, in the face of serious opposition and ridicule."

An editorial in the *New York Evening Post* pays this tribute: "It is doubtful whether any other American writer has won so large or so devoted a public as Mrs. Mary J. Lincoln, author of 'The Boston Cook Book.' The direct influence she exercised through her own writings and lectures must be multiplied many times by the influence of her followers and competitors. Some time ago a well-known publisher was asked what books he would choose for an ideal selling list if he were given the whole of literature to pick from. The Bible and Mrs. Lincoln's book were the first two on his list."

The editor of the JOURNAL is anxious to obtain, from any of Mrs. Lincoln's former pupils, information, stories, or anecdotes which would throw light on the history of the early days of our work. The influence of Mrs. Lincoln in the Home Economics Movement, on the practical side, is comparable to that of Mrs. Richards on the scientific. All material sent in will be compiled for a later number of the JOURNAL.

Edith Baer, Colleague, Companion, Chief, Friend. With the passing of Edith Baer on November 3rd, home economics lost a staunch advocate and a tireless worker for its interests. As a colleague she was always ready to cooperate at any expense of time and effort; as a companion, always cheerful; as a chief, striving always to promote the

best interests of her students, but genuinely considerate of those working with her; as a friend, loyal, helpful, encouraging and loving. Her work was the controlling, compelling interest of her life, and, as a result, former students as well as associates wish to testify to the encouragement and inspiration which they have received from her. Miss Baer was graduated from Drexel Institute in 1904 and began her active career in Northampton, Mass. Later she returned to Drexel Institute as an instructor. After teaching at Drexel Institute several years she began her studies at Teachers College, Columbia University. After one semester's work as a student she was appointed on the staff and continued her studies while teaching. In the spring of 1914 she returned to her friends at Drexel Institute as their chief, and there her sterling qualities of genuineness, persistent endeavor to accomplish the best, kind considerateness and appreciation of the endeavors of others, marked her as a leader.

In 1918 she entered the stronghold of conservatism, the old College of William and Mary, Williamsburg, Va., to give the first course offered to women there and to establish a department of home economics. This was pioneer work indeed; but after two years, at the call of the University of Pennsylvania, she left a well established department to again lay foundations upon which she expected to see grow a department which would serve city, state, and country. One week before the close of summer school she was stricken, while hard at work. She expected then to be able to return at the opening of the fall session. Two months later she had gone. We in the work are left with a larger share of work to do because of her going, but with memories which will spur us to greater effort and will call forth our best.

SARAH M. WILSON.

Mrs. Caroline A. M. Hall, who for the last thirty years has been connected with the Drexel Institute, died very suddenly at her home in Philadelphia on November 15th. As a young woman Mrs. Hall was interested in the practical arts work which was carried on at the Y.W.C.A. After the death of her husband she came to Drexel Institute and took charge of the domestic arts work, and was later made Professor of Domestic Arts. During the years of her work, Mrs. Hall's influence was demonstrated, not only through her ability as a teacher and leader in the technical work, but also as a potent influence for good in the lives of all who came in contact with her.

The Textile Section. At the Swampscott meeting the Textile Section made plans for active leadership during the year 1921–22. Agnes Houston Craig, Chairman of the Section, has sent out a letter to textile specialists, and the JOURNAL wishes to emphasize her appeal by quoting from her letter as follows:

The aim of the section is to stimulate, among home economics educators, an active and appreciative interest in textile education so that it may properly attain to the high standard of excellence now recognized in the department of food and nutrition. It is hoped that every home economics specialist will put her full energy and influence into this effort to bring about better balance in home economics education. We confidently believe that every person whose special interest is some phase of the textile field will join the section. A big piece of work requires coöperation and enthusiastic support of its professional exponents. Above all it must be financed. Our membership goal for 1922 is five hundred paying members. The dues are $1.00, and qualification for membership is membership in the A. H. E. A. and interest in the textile field. It will facilitate matters if you will send in your application and fee and at the same time constitute yourself a committee of one to gain other members. Thus the cost of a membership campaign may be minimized. Send the fees directly to the Section Treasurer, Miss Ethelwyn Dodson, Extension Department, University of California, Berkeley, California.

The chairman also requests that textile specialists contribute articles on successful or interesting work, giving constructive ideas, scientific facts, or new methods. These should be shared with the profession and are useful to consumers. This is imperative if we are to have our work properly represented in the JOURNAL OF HOME ECONOMICS. It is a necessary contribution to the development of our work. Each person should take the initiative, for time is valuable. Send the articles to the Associate Editor in Textiles, Miss Ruth O'Brien, Iowa State College, Ames, Iowa.

THE OPEN FORUM

Teacher-Rating as a Means of Improving Home Economics Teachers in Service. Home economics teachers as well as teachers of other subjects feel that one of the most acute educational needs of today is the training of teachers in service. The use of teacher-rating scales is suggested as a method of remedying this need. These scales will give the highest service when they are used cooperatively by teacher and supervisor.

Self-improvement rests directly upon self-criticism. The scale is an aid to the teacher because it provides one analysis of her teaching. It will reveal her strong points as well as her weak points. It usually leads to rapid growth on the part of the teacher because it directs her attention to problems in her

teaching. It brings about more effective cooperation between supervisor and teacher. The teacher should know in advance by what means and upon what grounds she is to be judged. The supervisor should make clear that the rating-card gives her a basis for helpful suggestion and for other means of helping her teachers to improve.

The following plan is submitted as one which should lead to improvement in home economics teaching. The supervisor should submit the tentative rating cards she has prepared for rating her teachers and for self-rating by themselves. The "Supervisor's Rating-card for Home Economics Teachers" and the "Rating-card for Home Economics Teachers" which follow are suggestive of the type of rating cards that may be used by supervisors and teachers of home economics.

SUPERVISOR'S RATING CARD FOR HOME ECONOMICS TEACHERS

Name..... Date.....

School.....

	1	2	3	4	5	6
I. Technique and results of instruction:						
1. Does teacher develop the initiative of her pupils?						
2. Does teacher arouse questioning attitude in her pupils?.....						
3. Does teacher provide for the developing of appreciations in her pupils?.....						
4. Is teacher developing responsiveness in her pupils?						
5. Is teacher developing self-direction in her pupils?						
6. Is teacher developing self-appraisal in her pupils?						
7. Is teacher developing self-control in her pupils?						
8. Is teacher developing co-operation among her pupils?.....						
9. Do the children turn out products of good quality?						
10. Do the pupils attend naturally and spontaneously to the work of the lesson?.....						
11. Does teacher develop skills in work requiring skill?						
12. Is teacher developing neatness and orderliness in her pupils?.....						
13. Does teacher ask thought-provoking questions?						
14. Are materials of the lessons adapted to the needs of the children?.....						
15. Does teacher use effective illustrative material?						
16, Does teacher correlate the work in home economics with that of the other school subjects?.....						
17. Does teacher finish projects which she begins?						
18. Does teacher experiment with new methods which have been suggested to her?.....						
19. Does teacher co-operate with the investigational work being done in the school?.....						

II. Classroom management:						
1. Does teacher get her requisitions, records and reports in on time?						
2. Does teacher plan for the systematic passing of supplies, tools, equipment, etc.?						
3. Does teacher pay attention to the details of heat, light and ventilation?						
4. Is material and equipment of room effectively arranged?						
5. Is teacher a wise manager, that is, does she divide the time for the various phases and activities of the lesson in an economical and efficient manner?						
III. Educational, social and personal qualifications:						
1. Does teacher like her work?						
2. What is the health and vigor of the teacher?						
3. What is teacher's attitude toward life in general?						
4. Is teacher tactful?						
5. Does teacher attract people to her?						
6. Does teacher meet people easily?						
7. Is teacher neat, attractive and trim in appearance?						
8. Do pupils come to the teacher voluntarily for advice or help?						
9. Does teacher go out of her way to advise or help students?						
10. Is teacher loyal to her superior officers and fellow teachers?						
11. Does teacher contribute to faculty meetings?						
12. Does teacher co-operate with the other teachers in school activities?						
13. Is teacher acquainted with the home conditions of her pupils?						
14. Does teacher take part in community activities?						
15. Does teacher attend educational meetings?						
16. Is teacher a member of the American Home Economics Association?						
17. Does teacher add to her professional library each year?						
18. Does teacher read professional literature?						
19. Does teacher subscribe for the JOURNAL OF HOME ECONOMICS?						
20. Has teacher contributed to home economics literature?						
Total score						

Score:

5—Excellent. Question is answered by "yes."
4—Good. Answer is more nearly "yes" than "no."
3—Fair. Answer is about evenly divided between "yes" and "no."
2—Poor. Answer is more nearly "no" than "yes."
1—Unsatisfactory. Answer is "no."
0—No record.
Check in the column which describes the answer to the question.

Self-Rating Card for Home Economics Teachers

Name.....Date.....

School.....

	1	2	3	4	5	0
I. Technique and results of instruction:						
1. Are you developing the initiative of your pupils?						
2. Do your pupils ask relevant questions?.....						
3. Do you provide for the developing of appreciations in your class work?.....						
4. Are your students responsive?.....						
5. Do your pupils do their laboratory work without assistance?.....						
6. Are your pupils able to recognize good or poor results and form conclusions?.....						
7. Are your pupils developing self-control as shown by their attention to their own business?....						
8. Are your pupils developing co-operation as shown by good team work as a group?.....						
9. Do your pupils turn out products of good quality?						
10. Do your pupils attend naturally and spontaneously to the work of the lesson?.....						
11. Do you provide time for practice or for developing skills?.....						
12. Do your pupils leave the laboratory clean and in order?.....						
13. Are your questions thought-provoking?.....						
14. Do you select the materials for your lessons in relation to the children's needs?.....						
15. Do you use worth-while illustrative material?..						
16. Do you correlate your work with that of the other school subjects?.....						
17. Do you carry out or complete projects which you start?.....						
18. Do you experiment with new methods in teaching which others have suggested?.....						
19. Do you co-operate heartily with any investigational work being done in your school?.....						

II. Classroom management:						
1. Are your requisitions, records and reports in on time?						
2. Is the passing of supplies, tools, equipment, etc., done systematically?						
3. Do you pay attention to the details of heat, light and ventilation?						
4. Have you arranged effectively the material and the equipment in the room?						
5. Do you divide the time for the various phases and activities of your lessons wisely?						
III. Educational, social and personal questions:						
1. Do you like your work?						
2. Are you in good health?						
3. Do you have the proper attitude toward life in general as evidenced by your disposition, your sense of humor and your ability to be cheerful and happy?						
4. Are you tactful in dealing with pupils, colleagues and patrons?						
5. Are you interested primarily in what other people are doing?						
6. Do you meet people easily?						
7. Do you recognize the importance of being "well-groomed"?						
8. Do your pupils come to you voluntarily for advice or help?						
9. Do you go out of your way to advise or help students?						
10. Are you loyal to the school administration?						
11. Do you contribute to faculty meetings?						
12. Do you co-operate with other teachers in school activities (committee work, Parent-Teacher Associations, etc.)?						
13. Are you acquainted with the home conditions of your pupils?						
14. Do you take part in community activities?						
15. Do you attend educational meetings?						
16. Are you a member of the American Home Economics Association?						
17. Do you add to your professional library each year?						
18. Do you read professional literature?						
19. Do you subscribe for the JOURNAL OF HOME ECONOMICS?						
20. Do you contribute to home economics literature?						
Total score						

Score:

5—Excellent. Question can be answered by "yes."
4—Good. Answer is more nearly "yes" than "no."
3—Fair. Answer is about evenly divided between "yes" and "no."
2—Poor. Answer is more nearly "no" than "yes."
1—Unsatisfactory. Answer is "no."
Check in the column which describes your answer.

In submitting the rating-cards to her teachers the supervisor should explain them as fully as possible and have the explanation followed by a free discussion of the card. The supervisor should try to secure a mutual understanding of the purpose of the rating and the meaning of each question comprising the rating-card.

The teacher should be given a copy of the "Rating-card for Home Economics Teachers" and be asked to rate herself at the end of the first six weeks of teaching. At the same time the supervisor should rate the teacher, using the "Supervisor's Rating-card for Home Economics Teachers." After these ratings have been made by both supervisor and teacher they should come together for a personal conference and compare the ratings. The supervisor and teacher should go over the rating-card question by question, giving and accepting suggestions from each other. Wherever possible the supervisor should allow the requests for help or desire for suggestions to originate in the teacher but if the teacher fails to see her need, then the supervisor should not hesitate to give the suggestion needed. Certain definite phases of the work should be chosen for improvement during the next six weeks of teaching.

At the end of the twelfth week of teaching, both teacher and supervisor should again make ratings, and a second conference be held. At this time they should also compare the ratings made at the end of the sixth week of teaching with those made at the end of the twelfth week and note the growth of the teacher in this period. If these ratings are made at the end of each six weeks of teaching both the teacher and the supervisor will have secured "objective evidence" for judging the improvement of instruction in home economics. The teacher will feel that her supervisor is genuinely interested in her and her teaching and that the supervisor's judgment of her and her work is not one of personal judgment only.

At the beginning of the second semester a committee of teachers might be appointed to revise the present rating-card or to construct a new one to be adopted by teachers and supervisor.

ADAH H. HESS,
Fellow in Home Economics
University of Chicago.

Note: A bibliography for the study of teacher-rating is on file in the Journal Office and will be loaned to anyone sending 10 cents in stamps.

BOOKS AND LITERATURE

Revaluations. (A new edition of a paper read at a Lake Placid Conference.) By CAROLINE L. HUNT. Boston: Whitcomb and Barrows, 1921. Price, 25 cents.

This is an ideal little booklet to give to a woman who is perplexed by the necessity of fitting new desires with old duties. Some thing must be sacrificed and to the puzzled housewife it is often a question of which demand to fill and which to ignore. Although it is twenty years since I heard the matter in this booklet first presented, it has always been remembered for its fresh outlook which delighted me anew when I re-read it today.

Miss Hunt lays down the principle by which one may test the values of the old and the new. For her statement of the aim of life she chooses the quotation from Edward Carpenter, "To create round oneself an external world which answers to the world within is indeed a great happiness and fulness of life."

She succinctly indicates that "freedom for expression pre-supposes health, efficiency, and opportunity." She proceeds to expose the declining value of customs which keep us from attaining freedom in these three directions, and, finally, she gives us a standard of judgment. "Of those material things which complicate our lives we may say: annual income of energy following upon their possession exceeding annual outgo in its complication of life; result, freedom. Annual income less than annual expenditure; result slavery. 'The blossom is blighted, the leaf is withered, the God of Day goes down upon the dreary scene and in short we are forever floored,' and there upon the ground we sit, slaves to our possessions."

The conclusion of the whole matter is that we should rid ourselves of "that distraction of mind and confusion of values which now prevent our appreciation of the really beautiful." To all who desire to do this Miss Hunt's *Revaluations* will prove suggestive and stimulating.

ALICE A. CHOWN.

A Laboratory Handbook for Dietetics. By MARY SWARTZ ROSE. New York: The Macmillan Company, rev. ed., 1921, pp. 156. $2.10.

This is the new name under which appears the revised edition of the former Laboratory Manual of Dietetics. There is undoubtedly no book which has been so extensively used in the school laboratory and in the diet kitchen as has this one, and the new edition with its additions and revisions will be found to be even more usable.

One notable addition is the discussion of the relation of vitamines to the continued well-being of children and adults. Information to date on the distribution in common food materials of each of the three vitamines is very conveniently summarized in a table to indicate the relative richness of foods in these substances. An objection which might be made to including such a table in a book which probably will not be revised again for ten years is that the mass of vitamine information is still too shifting.

With so much attention directed at present toward child nutrition, it is gratifying to note a more extensive treatment of this subject, including data for estimating children's food requirements and also charts of height and weight relationship and standards for growth.

More recent knowledge of adults' energy requirement and data for estimating it is included. Especially to be noted is the newer data on energy requirement of women at various household tasks. The modifications in the dietary standards for calcium,

iron, and phosphorus made by recent experimental work are given. It is fortunate that there are included in the book the tables giving the mineral content of food materials which have been so usable in Sherman's second edition of Chemistry of Food and Nutrition.

Several additions aimed to assist in the mechanical processes of calculation of nutritive value are: Dr. A. R. Rose's "short-cut" method for dietary calculations of large quantities of foods, some metric and English equivalents, the legal standard weights for the bushel, and the corresponding weight in ounces of the cupful of common food materials.

As before, the tables of composition of foods occupy a large space in the handbook. The constant user of these tables finds with regret that they have not been reset, listing all foods alphabetically in one table. The division into two tables in the first edition was an annoyance and this fault is added to in the second by including still a third table of the same nature. This third table of sixty or more foods fills in many of the missing items of the original ones. One is glad to find included also the energy content of some confectioners' goods originally reported by Benedict and Benedict.

With the same understanding of laboratory needs which characterized the first edition and made it so indispensable, the author has made the revisions and addition which will keep it the handbook of dietetic information par excellence.

SYBIL WOODRUFF,
University of Kansas.

The School Lunch: Its Organization and Management in Philadelphia. By EMMA SMEDLEY. Published by the author, 6 East Front Street, Media, Pa., 1920, pp. 164. $3.00.

This book gives in detail the equipment and management of the high and elementary school lunch room in Philadelphia. Since Philadelphia has developed a school feeding system founded on absolutely sound businesslike principles, organized with the right relationship between the Board of Education and the School Lunch System, this book should help cities and towns to avoid the mistakes that are ordinarily made in introducing the serving of hot lunches in public schools. While doubtless the complete plan of organization will be adopted by few schools, at least in the beginning, and may not in all cases be feasible, the book presents an ideal plan to work toward, and there are many practical suggestions as to equipping, purchasing supplies, planning menus, serving, and accounting, that will be useful to all who are directly interested in providing lunches for children in fairly large schools.

The question of the discussion of feeding of the elementary children is briefer than the importance of feeding children of this age might indicate as being desirable in view of the number of underweight children that all health surveys are discovering. The school lunch is served at the morning and afternoon recess with a noon lunch served to small numbers of children whose parents work or who cannot go home for some other reason. With the limited menus suggested, the wisdom of serving a two cent portion of the hot substantial dish at noon might be questioned.

Ada Z. Fish has contributed a chapter called "The School Lunch and Classes in Cookery" showing the possibility of coöperation between the Home Economics Department and the School Lunch Organization in a way that will help the lunch room, and give the home economics students experience with cooking in family quantities without having the preparation of such food develop into a monotonous routine and interfere with the educational purpose of the home economics course.

ESSIE M. HEYLE,
University of Missouri.

Clothing: Choice, Care, Cost. By MARY SCHENCK WOOLMAN. Philadelphia: J. B. Lippincott Company, 1920, pp. 289. $2.00.

During the past few years a number of excellent books on the subject of textiles and the cost of living have been published. These books have given little help, however, on the choice of clothing. It has needed a textile expert and clothing specialist to gather the necessary material and to make the right

emphasis on this important subject. Mrs. Woolman has accomplished the task in her book, *Clothing: Choice, Care, Cost.*

The book is divided into two parts with four chapters in the first, devoted to clothing of wool and worsted, cotton, silk, and linen. In each chapter enough detail is given to show the relation of the cost, appearance, and durability to the manufacturing processes. The aim throughout is to give help and encouragement to the "new consumer" whom Mrs. Woolman has presented in the opening section of the book.

The second section is an application of the first with special emphasis on the choice and care of clothing. The names of the chapters tell their own story: Clothing and Health, Intelligent Shopping, Serviceable Clothing, The Clothing Budget and the Wardrobe, Repair and Renovation, Dyeing, Laundry and Spot Removal, Planning for Clothing Progress.

ELLA J. SPENCER,
Simmons College.

The Present Status of Vitamines. By KATHARINE BLUNT and CHI CHE WANG.

The demand for the reprint of the article that appeared in the JOURNAL, March, 1921, was so great that a second printing has been made, and the pamphlet may now be obtained from the JOURNAL Office at 15 cents a copy; orders of 15 or more, 10 per cent discount.

Teaching Social Science in High Schools and Industrial Classes. By RUTH MARY WEEKS, JOHN R. COMMONS, and FRANK M. LEAVITT. Published by the Vocational Education Association of the Middle West. Copies may be obtained by addressing L. W. Whalstrom, 1711 Estes Ave., Chicago, Ill. Price 20 cents.

The authors of this monograph are now presenting this revised report in printed form for the use of those interested in teaching social science in schools below college grade. Special emphasis is placed on the continuation school, and three methods of presenting the course are suggested as possibilities: "a special class in social science; use of such subjects as English or mathematics for incidental instruction as to social problems; or general assembly hall programs designed to develop social ideals." The last is not recommended, although it has met with success in some schools.

A detailed outline of a course is given but it is intended that the teacher will select from it such parts as are adapted to the students' experience. A sample lesson is illustrated, and the relation of the course to other subjects and to the whole course of study is discussed. An extensive bibliography, arranged according to the lesson topics, completes the report.

PAMPHLETS RECEIVED

Issued by the U. S. Department of Agriculture:

Baking in the Home. Farmers' Bulletin 1136.
Floors and Floor Coverings. Farmers' Bulletin 1219.
Heat Production of Honeybees in Winter. Bulletin No. 988.
Home Canning of Fruits and Vegetables. Farmers' Bulletin 1211.
How to Select Foods. I. What the body needs. By Caroline L. Hunt and Helen W. Atwater. Farmers' Bulletin 808, revised, 1921.
Linters. Circular 175, 1921.
Making American Cheese on the Farm. Farmers' Bulletin 1191.
Milk and Its Uses in the Home. Farmers' Bulletin 1207.
Operating a Home Heating Plant. By A. M. Daniels. Farmers' Bulletin 1194.
Organization and Results of Boys' and Girls' Club Work. Circular 152.
The Organization of Rural Community Buildings. Farmers' Bulletin 1192.
Plans of Rural Community Buildings. Farmers' Bulletin 1173.
Pork on the Farm. Farmers' Bulletin 1186.
The Well Planned Kitchen. Circular 189.

Issued by the Department of the Interior, Bureau of Education:
Part-Time Education of Various Types. Bulletin 1921, No. 5.
Suggestions for Health Teaching in the Elementary Schools. Health Education No. 10.
Your Opportunity in the Schools. Health Education No. 9.

Issued by the U. S. Department of Labor, Children's Bureau:
Administration of the First Federal Child-Labor Law. Bureau Publication No. 78.
The Employment-Certificate System. Bureau Publication No. 56 (Revised).
Save the Youngest. Children's Year Follow-up Series No. 2., Bureau Publication No. 61 (Revised).

Issued by the U. S. Department of Labor, Women's Bureau:
Health Problems of Women in Industry. Bulletin of the Women's Bureau No. 18.

Issued by the Federal Board for Vocational Education:
Child Care and Child Welfare. Bulletin No. 65, Home Economics Series No. 5.
The Home Project: Its Use in Homemaking Education. Bulletin 71, Home Economics Series No. 6.
Plant and Equipment for Vocational Classes in Home Economics. October 10, 1921.

Issued by Iowa State College of Agriculture:
Baby's Clothes. Home Economics Bulletin No. 29.
Buying and Testing Textiles for Home Use. Home Economics Circular No. 28.
First Lessons in the Care of Milk. Home Economics Circular No. 26.
Food for the Family. Home Economics Bulletin No. 10.
Planning the Costume. Home Economics Circular No. 25.
Use and Alteration of Commercial Patterns. Home Economics Circular No. 27.

Issued by the publishers listed:
Apple Candy—a Commercial Use for Cull Apples. Utah Sta. Bulletin 179.
The Art of Table Setting. By Claudia Quigley Murphy, 41 Union Square West, New York.
Can Preventable Waste of Natural Gas in Home be Prohibited? By Samuel S. Wyer, Hartman Bldg., Columbus, Ohio.
Control of Garden and Household Insects. North Dakota Agricultural College.
Corrective Diets. Bulletin of Woman's Community Council, Minneapolis.
A Dietary Study of Some Kansas Institutions. University of Kansas, Lawrence.
Economy in Feeding the Family. Why we Must Have Vegetables. Conn. State Sta. Bulletin of Information 11.
Handbook of Social Resources of the United States. American Red Cross, Washington, D. C.
Jellies, Jams and Marmalades. Connecticut Agricultural College, Storrs, Bulletin No. 39.
Observations on Deficiency Diseases in Labrador. By Vivia Appleton. Reprint from *Amer. Jour. Pub. Health,* July, 1921.
Opportunities for Girls Graduating from Home Economics Courses. University of Wyoming Bulletin, No. 1B, Laramie, Wyoming.
Outline for the Teaching of Nutrition in Elementary Grades. Merrill-Palmer School, Detroit.
Sea Island Cotton in St. Croix. Virgin Islands Sta. Bulletin 1.
Utilization of Calcium Compounds in Animal Nutrition. Ohio Sta. Bulletin 347.
Vitamins and the Daily Diet. University of Arkansas, Fayetteville, Bulletin No. 176.

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Blunt, K., Nelson, A., and Curry, H.: The Basal Metabolism of Underweight Children. *J. Biol. Chem.*, 1921, 49: 247–262.

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NEWS FROM THE FIELD

The Summer Meeting in Corvallis, Oregon. There are many attractive routes by which the home economics women of the country can reach the Pacific Coast and Corvallis, Oregon, for the Annual Meeting of the American Home Economics Association, August 1–5.

In deciding upon the route, it is necessary first to decide through which "gateway" they desire to go—Chicago, St. Louis, or New Orleans. From these points the summer excursion rates are granted. It is next necessary to choose the route; each route has advantages and disadvantages. Of the latter, no agent will advise the excursionist.

After the coast is reached, at Vancouver, Seattle, Portland, San Francisco, or Los Angeles, there is little choice of routes. The Southern Pacific is the only North and South coast line. While a boat may be taken from San Francisco to Portland, it is a pity to deny one's self an opportunity to see Shasta Mountain as it is seen if the right train is chosen.

It is suggested that those anticipating the trip supply themselves with a good pocket map of the United States (*not* a railroad map) and then consider the following suggestions.

GOING

A. When *time* is an element to be considered:

(a) Chicago gateway:

(1) Via Chicago, Northwestern and Union Pacific. Leave Chicago 9:30 p.m.; arrive Portland 7:30 p.m., 70 hours later, with an afternoon spent coming down the Columbia River. Or, leave Chicago 10:30 a.m.; arrive Portland 8:30 a.m., 70 hours later. In the first case the tourist should remain in Portland over night. In all cases the plans should be such that the invitation of the Portland citizens for the Columbia Highway drive may be accepted.

(2) The other northern routes are about 12 hours longer except the one going down the north bank of the Columbia. This route loses to the tourist the beauties of Mount Rainier and the Puget Sound country.

(b) St. Louis gateway: The Burlington Route. Leave St. Louis 9:03 a.m., e.g. Monday; arrive Portland 8:10 a.m., Friday, if routed on S. P. and S. or in evening of same day if routed via Seattle. This latter routing can always be secured, and entails only the extra cost of Pullman accommodations from Seattle to Portland.

B. Naturally, northern routes are cooler, and, if time allows, some attractions should be seen en route. The following are possibilities:

Yellowstone National Park Route. Northern Pacific and C. B. and Q. Leave Chicago 10:10 a.m., e.g. Sunday; arrive Gardiner (Yellowstone) 10:15 a.m., Tuesday; allow 5 days in Yellowstone. Leave Gardiner 7:30 p.m., Sunday; arrive Tacoma 8:10 a.m., Tuesday; 3 day trip to Mt. Rainier and Paradise Valley. Leave Tacoma—Southern Pacific—11:15 p.m. Friday; arrive Portland 6:45 a.m., Saturday. Take Columbia Highway drive as guest of Portland's Business and Civic Clubs. Go to Corvallis Sunday.

There are 3 different routes by which Corvallis may be reached from Portland: 1. *Steam car* from same station at which tourist arrived by above schedule. Good trains at 9:00 a.m. and 4 p.m. that connect at Albany with local. Corvallis is 12 miles from Albany which is on the main line of the Southern Pacific. 2. *Southern Pacific Electric*—same station, 7:35 a.m., 1 p.m., 4:05 p.m. 3. *Oregon Electric*—Great Northern Station, 8:30 a.m., 10:45 a.m., 4:45 p.m.

Glacier National Park Route. Great Northern and C. B. and Q. Leave *Chicago* 10:10 p.m., e.g. Sunday; arrive Glacier 8:12 p.m., Tuesday. Or leave *St. Paul* 10:45 p.m., Sunday; arrive Glacier 8:17 a.m., Tuesday; 4 or 5 days in Glacier. Leave Glacier 8:17 a.m., Saturday;

arrive Seattle, 8:45 a.m., Sunday. Spend day in Seattle. Go to Mount Rainier Monday; 3 days in Paradise Valley. Complete trip according to preceding schedule.

Denver, Estes Park, Salt Lake City, and Yosemite National Park.

Chicago to Denver via Burlington. Leave 11 p.m., e.g. Sunday; arrive Denver 7:30 a.m., Tuesday; visit Denver until afternoon. Leave Denver 2:30 p.m. over Colorado and Southern; arrive Loveland 5:14 p.m.; take auto for Estes Park—lovely sunset ride of 30 odd miles; 3 days in Estes Park. The round trip tickets purchased in Denver to Estes Park can be used to return by another route.

Denver to Salt Lake City over Denver and Rio Grande Route—"Scenic Limited" train. Leave Denver 8:15 a.m., Saturday; arrive Salt Lake 12:25 p.m. Frequent trains between Salt Lake and Ogden. Leave Ogden—Southern Pacific Route—1:20 p.m., Sunday; arrive Sacramento 10:40 a.m., Monday; detour of Yosemite National Park—4 days. Leave El Portal 8:30 a.m., Friday; arrive Oakland Pier 7:30 p.m., in time to cross the Bay and return. Leave Oakland Pier 10:20 p.m.—this insures several hours in view of Mount Shasta; arrive Albany, Oregon, 4 a.m., Sunday. Take auto or steam car 12 miles to Corvallis, or continue on train to Portland and take Columbia Highway drive. To leave the train at 4 a.m. is a rather bad finale, but the view of Shasta justifies a few hours less sleep.

These are but a few of the many routes and side trips that may be taken in going to the coast.

LINGERING IN OREGON

There are many opportunities for real rest and for alluring new experiences for those who choose to remain on the coast.

Inexpensive camping trips at the foot of glaciers or by mountain torrents or on the beach can easily be arranged. Tramping into uninhabited sections, mountain climbing, and automobile excursions are all easily accomplished. Essential to women for real comfort and pleasure on the coast are a warm sweater, good tramping shoes, either trousers or a short warm skirt, and a dark (preferably woolen) waist or shirt.

RETURNING

When purchasing tickets insure a different route returning.

Include Mount Rainier in your trip if possible. To go to the West and miss Rainier would be missing one of the greatest attractions.

The Canadian Pacific route will entice many of the travelers on their return trip.

Parties can be made up for a ten-day trip to Alaska by steamship. It is possible to combine the Alaskan trip and Canadian Pacific trip or any rail trip from either Seattle or Portland.

A reversal of any of the west bound routes will prove interesting.

ADVANCE PLANS

The National Park Service, Department of the Interior, Washington, will furnish pamphlets relating to the various National Parks in which the individual is interested, i.e. Yellowstone, Colorado National, Yosemite, Mount Rainier, and Glacier.

Those desiring to go to Alaska should write early for folders from the three steamship lines accommodating summer tourists. It is absolutely necessary to make reservations far in advance.

The Travel Committee is arranging for a special train via the Burlington and Great Northern route with a two day stop over in Glacier National Park, thence to Corvallis via Seattle.

All those interested in the special train should write at once to the chairman of the Travel Committee, Miss Nina Streeter, 1370 East 54th Street, Chicago, Illinois.

The Fourth Annual Meeting of the American Dietetic Association was held at the Hotel La Salle in Chicago, October 24–27, with a registration of about 500.

Throughout the convention the close relationship between dietetics and medical, nursing, and social service became more evident. The three-day program included papers and discussions on administrative problems, teaching problems, dietotherapy, and social service.

Mary A. Lindsley, manager of the Grace Dodge Hotel for Women, in Washington, presided over the session for the discussion of equipment for the institution and the home. Margaret Proctor of the Y. W. C. A. discussed improper arrangements of equipment. Others on the program were George A. Smith of the Chicago Range Company and Agnes Gleason, manager of the Parkway tea room in Chicago.

The social service section meeting and round table were a credit to the chairman, Lucy Gillett of the nutrition bureau, Association for Improving the Condition of the Poor, New York City. Sophonisba Breckinridge, associate professor of sociology, University of Chicago, speaking on the question "To what extent should racial customs enter into any Americanization scheme?" said, "to the greatest extent rendered possible by the knowledge, training, and sympathy of the persons directing the Americanization efforts." Following Dr. Breckinridge's talk, four papers were given on "Dietary Customs of Various Nationalities."

At the meeting of the section on education under Dr. Ruth Wheeler, professor of nutrition, University of Iowa Medical College, standardized courses for nurses and dietitians were presented. "What Nurses Need to Know about Dietetics" was the subject of a paper by Helena MacMillan, principal of the school of nurses of the Presbyterian Hospital, Chicago. An outline for a student nurses' dietetics course by use of the project method was presented by Katharine Fisher of Columbia University. Student dietitian courses were presented by Octavia Hall of the Peter Bent Brigham Hospital, Boston, and Mary Foley of the Rochester Hospital, Rochester, Minn. Abby Marlatt, University of Wisconsin, gave an outline for two- and four-year preliminary courses for dietitians.

At the dinner Monday evening, Mrs. Mary De Garmo Bryan, president, outlined the objects of the association, the work that had been done during the year, and plans for the coming year. The convention would do much, she said, toward convincing the public of the fact that the dietitian is a professional person whose training demands utmost care. During the past year the association has been instrumental in installing two courses in dietetics for nurses and a preliminary course for the dietitian in universities, colleges, and technical schools. Next year a committee will compile a list of hospitals and classify them according to size, equipment, and dietary standards. With this list it will be possible for students to choose hospitals offering the best training.

Harriet Vittum of Northwestern University Settlement gave a talk on "Professional Spirit." Madison E. Bentley, professor of psychology at the University of Illinois, in discussing diet and its relation to mood, said: The reflective and the anticipatory moods display only a casual relation to the visceral functions, but two other varieties, the quiescent—gloom, tranquillity, good humor—and the turbulent—petulance, restlessness, gaiety—draw largely in their origin upon those organic sensations aroused by the processes of digestion and secretion. Dr. C. P. Howard, professor of internal medicine, University of Iowa, in his paper on "The Sphere of the Dietitian," said that her duty is the planning of diets and not diagnosing diseases. Professor A. J. Carlson of the University of Chicago in his address referred to the dislike of certain food as a psychic idiosyncrasy and said that one of the most important tasks of the dietitian is the removal of these imaginary dislikes, especially with children. Dr. Sidney Kuh, a neurologist of Chicago, spoke of the importance of psychic influences in the assimilation of foods, with the neu-

rotic. A great deal of harm is done in cases of so-called nervous dyspepsia by too restricted a diet.

One of the best attended meetings was that of the section on dietotherapy, under the chairmanship of Rena Eckman, University of Michigan Hospital. Dr. Amy Daniels of the Child Welfare Research Station, University of Iowa, in her talk on "The Dietary Needs of Children," emphasized the importance of a dietitian trained in children's dietetics. Dr. O. P. Kimball of the Medical Department of Cleveland Clinic, gave a paper on the "Prevention of Simple Goitre," in which he discussed the practical application of prevention of simple goitre in man as carried out through the public schools of Ohio. Dr. R. T. Woodyatt, assistant professor of medicine, University of Chicago, in his paper on "Newer Ideas on the Diet Management of Diabetes and Their Practical Working Out in the Hospitals," told of the work in the Metabolic Clinic at the Presbyterian Hospital in Chicago. Mr. John Street of the National Canner's Association talked on "Food Poisoning." Mrs. Gertrude Gates Mudge, nutrition bureau, American Red Cross, called attention to the necessity of working with the family as a whole and of including more work with the child of preschool age.

At the business meeting the following officers were elected for the ensuing year: Mrs. Mary de Garmo Bryan, editor of the Journal of Home Economics, president; Helen Pope, first vice-president; Octavia Hall, second vice-president; E. M. Geraghty, University of Illinois, secretary; Ellen Gladwin, Jefferson Hospital, Philadelphia, treasurer.

Ruth Wardall, professor of home economics, University of Illinois, was the delegate of the American Home Economics Association.

Conference of the City Supervisors. Dr. Tigert, Commissioner of Education, has called two conferences of city supervisors of home economics. The first conference is in New York City, beginning the evening of February 16 and extending through February 17 and 18. All home economics supervisors in the region east of Pittsburgh, Pa., and north of Richmond, Va., are especially invited. The meetings will be open to all women. The topics chosen will be those of especial interest to city supervisors of home economics. On February 16 there will be a get-together supper, followed by addresses. The meetings of February 17 will be held at Pratt Institute, and those of the 18th at Teachers College. The second conference will be held March 3 and 4 in Indianapolis or Chicago. Final plans will depend upon the expressed wishes of the majority of supervisors in the territory west of Pittsburgh, east of Jefferson City, Mo., and north of Memphis, Tenn.

Correspondence concerning these conferences is in charge of Mrs. Henrietta W. Calvin, Specialist in Home Economics Education, Bureau of Education, Washington, D. C.

Home Economics in Business. At the last annual meeting of the A. H. E. A., in Swampscott, the Council approved the formation of a committee of home economics women in commercial fields, instructing them to prepare a program for the Corvallis meeting looking toward the formation of a section at that time. This represents a new development in the activities of the Association and needs careful consideration. Business organizations are establishing home economics departments offering information and assistance which may be valuable to the teacher or extension worker. Their funds often permit of more comprehensive work than can be done by the institution. Information in regard to work now being carried on by various commercial organizations will be published in the JOURNAL, in such cases as have been approved by a number of home economics teachers.

One of the associations to establish an educational department was the American Washing Machine Manufacturers' Association with headquarters in Chicago. This association, composed of practically all manufacturers of washing machines, had in

mind the development of the market for washing machines by acquainting women with the value of a machine. A large part of the work has been done through coöperation with home economics departments and extension divisions, planning the work on a plane which would allow the educational institution to use the resources of the association.

Reliable information is furnished on laundry supplies, methods of laundering, and the proper installation of home laundering equipment. Complete exhibits of all kinds of washing machines are placed at state meetings so that the home economics teachers or home demonstration agents may learn first hand the points to be considered in the selection of a washer. The information, adapted to local conditions, is then carried to the homes of the state by the extension workers. Assistance has been given by this department in planning courses of study adapting the laundering information to the work given in the care of clothing and household management. Twenty states now have a definite program under way in coöperation with the Manufacturers' Association and twenty other states have asked for such help for the coming year. A series of bulletins "Laundering at Home" dealing with the various problems of laundering was published in June, 1921. Three thousand home economics teachers are using these bulletins.

Training schools for demonstrators and salesmen are being held, so that reliable information will be given the housewife through this channel. The Manufacturers' Association is anxious to have suggestions from home economics departments in planning the work of their educational department.

Shoes. Ignorance in regard to materials of which shoes are made, and the selection of improper and harmful types of shoes, result in economic loss, inefficiency, irritability, and physical deformities, in the opinion of Dr. Henry A. Gartner, Department of Orthopedic Surgery, Long Island College Hospital, Brooklyn, N. Y. Even the so-called orthopedic shoes are not constructed on correct anatomical lines. Dr. Gartner has persuaded certain manufacturers of children's shoes to construct shoes according to his findings in the study of hundreds of children. He has recently completed an accurate study of 100 children wearing properly made shoes from the time they began to walk until they were four years of age. Dr. Gartner urges education in the buying of correct and suitable shoes.

ARIZONA

The Home Economics Section of the Arizona State Teachers Association held a meeting in Phoenix, November 21 to 23, 1921. Mildred Weigley, Head of the Home Economics Department, University of Minnesota, was the principal speaker. Miss Weigley was traveling through the western states on a speaking tour in the interest of the American Home Economics Association.

Home Economics Equipment. Lulu R. Lancaster of the Home Economics Department, University of Arizona, has contributed some very valuable and practical suggestions on home economics equipment which have recently been published in bulletin form by the Federal Board for Vocational Education.

DISTRICT OF COLUMBIA

The National Catholic Service School for Women opened the school year in its fine new quarters 2400 Nineteenth Street, N. W., Washington, D. C., on November 1st. There are a number of buildings, and room for others. The grounds are extensive and attractive, overlooking Rock Creek Park and the near-by region.

Courses offered include Economics, Ethics, Social Case Work, Social Work, and Civil Law, The Charities of the Catholic Church, Contemporary Social Welfare Organizations, Sociology and Social Psychology, Public Health, and Home Economics. Miss Helen Cronin is in charge of the latter. The two year course of training is designed primarily for giving the best possible mental equipment to social workers, but it also aims to train leaders for civic life.

Students must be college graduates of mature judgment and character. At the present time there are enrolled in the school young women from the United States, France, Belgium, Poland, the Philippine Islands, and Central America.

INDIANA

The State Home Economics Association meeting was held in Indianapolis, October 20–22, with Ivah Rhyan, president, presiding. The forenoon program was given over to a discussion of the proposed new State Course of Study on which our state council has been working for a year. The discussions were as follows: High School, Proposed Required Course, Florence Blazier, Assistant Professor of Home Economics, Indiana University; Proposed Elective, Ada Hillier, Supervisor Home Economics, South Bend; Grades, Mary Beeman, Supervisor Home Economics, Muncie, Indiana.

At the noon luncheon, Mrs. R. A. Acher, a housewife and mother, of Terre Haute, spoke on, "What We Need to Fit Our Girls for Home Making."

In the afternoon we were joined by the vocational home economics teachers in the following program: Diet in Relation to Health and Disease, Margaret Sawyer, Director of Nutrition, American Red Cross; The Home Spirit in Home Making, Maude Adams, Ohio State University; Some Problems in Home Economics, Helen Goodspeed, former State Supervisor of Wisconsin.

The Association voted to organize Indiana for affiliation with the American Home Economics Association and plans for that are being worked out to be presented at next year's meeting.

IOWA

Iowa State College. Increasing interest is manifest in graduate work in Home Economics. Dr. Elizabeth Miller, who has returned after a two year leave of absence for study, is in charge of this work. The four newly appointed fellows in home economics are: Ruth Spencer, Applied Art; Frances Newell, Household Science; Lois Rath, Household Art; Ly . obson, Teacher Training.

A number of the members of the Hom Economics Faculty are availing themsel of the opportunity to take a course Improvement of Methods in College Tra ing, under Dr. Miller.

Gertrude Linn has joined the Extension Staff as Specialist in Household Management. The Staff now numbers nine.

The Work in Institutional Administration, which was established a year and a half ago is steadily growing in interest and numbers. The Courses offered are Institutional Foods (the classes serve 40 people daily), Institutional Buying (which includes the buying of equipment and supplies), Institutional Management and Institutional Field Work. Eda Lord Murphy is in charge of the work.

Extension Service. The Farm Bureau women of Iowa have been more eager than ever during the last few months to learn how to be of service to their homes and their communities. This spirit and interest were crystallized in the form of training schools for leadership. During the last seven months, thirty-eight all-day training schools have been conducted by the state leaders in seventeen counties, and many of the schools reached every township in the county. The program took up the following phases of Farm Bureau work: Community Singing, The Purpose of the Meeting, The Farm Bureau for the Farm, Home, and Community, The Township Organization for Farm Bureau Work, Steps in Project Work, Duties of Township Officers, Training Schools for Local Leaders and Project Leaders, Value and Duty of Leaders, Records and Reports, Value of Publicity Work.

NEW ENGLAND

The New England Home Economics Association instituted last year the custom of holding one of its meetings each year in some other place than Boston. In conformity with this plan the Association accepted, for the meeting of November 12, the invitation of the Housewives League to meet in Providence. Sarah Louise Arnold, Dean Emerita of Simmons College, received, as speaker,

a most enthusiastic welcome. There is no question but that this plan for meeting will do much to stimulate interest in the general affairs of the association.

The Housewives League of Providence is an organization of about one thousand women, whose object is furthering the welfare of the home. Early in their work they realized the need for a knowledge of nutrition, and employed a dietitian to teach groups of women the essentials of feeding their families. The work was carried to the schools, and the classes for the mothers were combined with work with undernourished children. Because of the interest aroused, they were able to form a Coöperative Nutrition Bureau last year, with Mrs. Parnell E. Fisher, chairman of the Housewives League Dietetic Committee, as chairman. Other organizations associated with the bureau are the Providence Tuberculosis League, the Branch Avenue Neighborhood Center, the Parent Teachers Association, the Child Welfare Departments of the State and City Boards of Health, and the State Home Economics Extension Department. From the single dietitian with her family visiting, the work now includes regular meetings, in the school hours, of all underweight children, home visits with their parents, and work with twenty-two nutrition groups.

In addition to the work with the Rhode Island Home Economics Association the League is in touch with the New England Home Economics Association, and many of its members attend the meetings of this organization.

Massachusetts Minimum Wage Commission, in connection with a wage award to candy makers, placed living requirements of a self-supporting woman at $13.50 a week, itemized as follows: Board and room, $8.50; clothing, $2.50; laundry, 20 cents; carfares, 40 cents; doctors and dentist, 50 cents; church, 15 cents; self-improvement, recreation, and community interests, 50 cents; vacation, 20 cents; reserve for emergencies, 30 cents; incidentals, 25 cents.

NEW YORK

New York State Home Economics Association. The annual meeting of the New York State Home Economics Association was held in Buffalo, November 21–22, during the meeting of the State Teachers' Association, with the Vice President, Edith M. Barber, Director Syracuse Home Bureau, presiding. It was unanimously voted to become affiliated with the American Home Economics Association under the new regional plan.

Edna N. White, Director of the Merrill-Palmer School, Detroit, Michigan, who has recently returned from a survey of home economics conditions in Europe, spoke on "Field News From the Other Side." In addition the following program was presented: Household Arts in the Elementary Schools, Grace Schermerhorn, Director of Cooking, New York Public Schools; Survey of Committee of 21, George A. Works, Professor of Rural Education, Cornell University; Nutrition in the Grade Schools, Mary G. McCormick, Supervisor of Nutrition for School Children, State Department of Education; The Class Project, Mrs. Josephine Cross, Teacher of Homemaking,—discussion led by Treva E. Kauffman, Supervisor of Home Economics, State Department of Education; Problems of the Home, Martha Van Rensselaer; and a discussion of the Problems of the Larger Household led by Emma H. Gunther, Teachers College, Columbia University, assisted by representatives of eight different lines of institutional management located in and near Buffalo.

An unusually well-arranged exhibit of home economics schoolwork in clothing, with special emphasis given to its bearing upon health, was on display in the Hutchinson High School.

Grace P. Gillett, New York State College for Teachers, is the newly elected president; Edith M. Barber continues as vice-president, and Edith Sarver, Supervisor of Home Economics, Schenectady, as secretary and treasurer.

The New York City Home Economics Association held its December meeting on Tuesday January sixth, with the subject for discussion, Home Economics Problems in Social Work. The meeting was led by Mrs. Amy Drinkwater Storer, Director Nutrition Service, Atlantic Division, American Red Cross. Short talks were given by social workers from the city Red Cross, which has established a teaching center where free instruction is given in special diets; from the Hebrew Charities Association, which is working with mothers and undernourished children; from the Association for Improving the Condition of the Poor, which deals with problems of nutrition through its budget work; and from hospitals and other welfare organizations. The meeting showed the work which is being done along the lines of nutrition, and the efforts which are being made by all welfare organizations to coöperate in the solution of the malnutrition problem.

Teachers College. The School of Practical Arts is conducting, during January, February, and March, two new series of popular lecture-demonstrations in cookery for homemakers. The lecturers are Bertha E. Shapleigh, Anna Barrows, Mary I. Barber. The first series will deal with new methods of utilization and garnishing of everyday foods. The second series will deal with the preparation of simple and attractive meals, especially luncheons and Sunday night suppers.

The Meat Council of New York was formed some months ago for the general purpose of bettering the service of the meat industry. It handles complaints and dispenses information relating to the retail meat business and the meat industry in general. The Meat Council's membership contains delegates representing the retail meat dealers of Greater New York, representatives of the wholesalers, and representation from the Bureau of Markets, U. S. Department of Agriculture.

NORTH DAKOTA

The Home Economics Section of the North Dakota State Teachers Association met in session with the State Teachers Association at Fargo, November 21 to 23. The entire group of home economics teachers was most enthusiastic over the prospects of a state organization and voted unanimously to take one session for the purpose of organizing. Mrs. Myrtle Cole was elected president, Marie Stevenson, vice-president, Christine Finlayson, secretary, and Fern Fillingham, treasurer. For the present, four sections seemed to cover the need of the state organization. Alba Bales was made chairman of the Teachers' Section; Mrs. Mabel Hollis, chairman of the Homemakers' Section; Miss Swope, chairman of the Institutional Section; and Grace DeLong, chairman of Extension Section.

Over sixty-five persons registered and expressed their intention of becoming members. Since that time the association has affiliated with the American Home Economics Association, with thirty-seven paid members. From present indications, there will be a very enthusiastic and active State organization in North Dakota.

OHIO

A New Practice House at Ohio State University was opened, December first, for the use of the department in providing training for students who are preparing to be vocational home economics teachers. This enterprise is being financed by vocational funds. Six students and a member of the home economics faculty are now living there. The student group will change each six weeks. The practice apartment which has for some time been maintained in the home economics building will continue to be used also, so that an exceptionally good opportunity for home management experience is provided.

The Household Arts Department of the Woman's Club of Oxford, under the guidance of Alice Swisher of Miami University, is making a study of food under the following topics: (a) significance of food, (b) malnutrition of children, (c) school lunches, (d) food for children, (e) food for adults, (f) dietaries, (g) food for the sick and convalescent.

The Cleveland Home Economics Association held its first meeting of the year Monday, November 4, at Hayden Hall, College for Women, W. R. U. Mary E. Parker, president, presided. Dr. G. W. Crile of national reputation, spoke on "Exhaustion and Restoration with Special Reference to the Problem of Nutrition," illustrating his talk with lantern slides. Before the lecture, tea was served by the sophomore class of the college.

Diet Lectures. Dr. E. V. McCollum of Johns Hopkins University gave three lectures in Cleveland, November 30, under the auspices of the Cuyahoga County Public Health Association and interested civic associations. The lecture on Scientific Diet given in the afternoon at the Florence Harkness Memorial Chapel, W. R. U., was designed especially for those trained technically along food lines, and was in charge of the Cleveland Home Economics Association.

An Exhibition of Articles Suitable for Christmas Problems was held by the sewing teachers of the Cleveland public schools, the week of November 16–23, at the Board of Education Building. This exhibition was planned as a clearing-house of ideas for teachers, and articles entered were such as would require only one or two lesson periods in the making. Nothing was accepted that was not of real value when completed, and each article was accompanied by all necessary directions for its construction. This exhibit, the second of its kind to be held here, was found to be exceptionally helpful.

SOUTH DAKOTA

The Home Economics Section of the South Dakota Education Association met in Huron, November 21 to 23, 1921, with the president, Fannie Sims of the University of South Dakota, presiding. The members of the association voted to affiliate with the American Home Economics Association and to make the necessary changes in their dues and constitution. The officers elected for the coming year are: President, Edith Pearson, State College, Brookings; vice President, Clara Flemington, City Schools, Aberdeen; secretary and treasurer, Catherine McKay, City Schools, Huron.

Some of the papers on the program were: Standardization of Home Economics Courses in South Dakota, Edna Courtney, State Supervisor of H. E.; Comparative Value of Texts for High School Use in Teaching Foods and Clothing, S. Patti Jones, Elkton; Home Projects, Helen Johnston, Bryant; Studies, of the Malnutrition of School Children, Ruth Dougherty, Watertown; Educational Tests as Applied to Home Economics, Ruetta Day, State University, Vermilion.

The Round Table discussion included popularizing home economics, plans for projects, cost of operating departments, and teaching the budget system.

UTAH

The Utah Educational Association held its 1921 meeting, October 20–22, in Salt Lake City. The morning and afternoon sessions of October 21 were devoted to the various section meetings. The Home Economics Section claimed by far the largest number of home economics teachers who have ever come together at any meeting of this Section, the attendance numbering 165 in the morning and 140 in the afternoon. Several special guests, friends of home economics, gave an element of added interest to the meetings. Those who joined in the noon luncheon in Hotel Utah found the good-fellowship, thus promoted, a means of sustaining the lively interest which attended the morning meeting, and of carrying it over to the afternoon program. The officers in charge of these sessions deserve praise for the pronounced success of the meetings.

The excellence of the program is suggested by the titles. Each subject was allowed twenty minutes for presentation and was followed by a ten to twenty minute general discussion under direction of a leader, as follows: Points of Emphasis in Methods and Course of Study at Teachers' College, Effie Warnick, Pleasant Grove High School; The Peak of Interest in the Last A. H. E. A. Convention, Jessie Whitacre, Utah Agricultural College; Methods of Correlating Art with Domestic Art, Mary Bastow, Brigham Young College; The Thought of the Child, Rose Jones, University of Utah; High Lights for Home Nursing, Sadie Tooth, School Nurse, Manti, Utah; What

We May Expect from Our Higher Institutions in Experimental Research, Blanche Cooper, Department of Human Nutrition, Experiment Station, Utah Agricultural College.

The action which immediately preceded adjournment was particularly appropriate and gratifying. The meeting voted unanimously to adopt the new plan for affiliation with the A. H. E. A., and has since completed affiliation with forty-five paid up members.

WASHINGTON

High School Dress Reform. After several weeks of discussion, Dress Reform was instituted in the high school of Walla Walla, Washington, by the girls themselves. Each of the fifteen organizations in which girls are represented met and determined upon the type of reform and the means of enforcement. From the reports of these groups a committee of representative girls formulated the permanent Dress Regulations, which were voted upon in the Girls' Assembly and passed by an overwhelming majority. Simplicity, modesty, good taste, and non-extravagance were emphasized throughout the reform. The regulations have barred velvets, georgette crepe, silk (except in simple waists), very thin materials, scant camisoles, extremely short or extremely tight shirts, silk hose, French heels, rolled-down hose, fancy garters, excessive cosmetics, and extravagant hairdress.

Of equal importance with the regulations has been the method of enforcement. This is delegated to a Girls' Council composed of nine representative girls and a president chosen from the girls at large. Each week this organization meets with the Dean of Girls, and hears and sentences all girls who have refused to conform to the regulations. Offenders are reported by the girls themselves, every girl in the high school having this privilege. On the third appearance before the Council the parents or guardian of the girl must be notified, and on the fourth, the Council may recommend suspension for the culprit.

Although the reform has been operative only since March 5, 1921, the results have been more than satisfactory. The girls and their parents have given their enthusiastic support. One organization of mothers secured the coöperation of the local stores and presented a very successful Style Show to express its appreciation. The girls have succeeded in making simple and modest dressing popular and feel justly proud of what they have accomplished.—Ethel L. O'Connor, *Dean of Girls High School.*

NOTES

Omicron Nu at the University of Kansas recently conducted a very successful campaign among the students in the Department of Home Economics, and sent in thirty subscriptions to the JOURNAL OF HOME ECONOMICS.

Lulu Graves, formerly Professor of Home Economics at Cornell University, has joined the staff of Mount Sinai Hospital as Supervisor of Dietary Work of the private patients and children's departments. Miss Graves will also organize at Mount Sinai classes in nutritional work for nurses.

FOREIGN

Domestic Labour-Saving Competition. American women are urged to enter a competition opened by the Woman's Engineering Society, London, in order to stimulate interest in the invention and improvement of devices for saving labour in the home.

The competition is divided into three sections: *a.* engineering devices suitable for mechanical, electrical, and automobile work; *b.* structural improvements; *c.* any other labour-saving appliance for the home. Competitors may enter for each section, but no competitor shall be eligible to receive more than one prize. An entrance fee of 2/6 will be charged for each entry in each section. Only working models or working drawings will be accepted, size of drawings not to exceed 30 by 22 inches, and the length, height, and width of models added together not to exceed 60 inches. The following prizes will be awarded: section *a*, seven guineas; section *b*, five guineas; section *c*, three guineas.

All models and drawings must reach the offices of the Women's Engineering Society, 26 George Street, Hanover Square, London, W 1, on or before March 31, 1922.